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The Western Journal of Education

January, 1909

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The Western Journal of Education

Vol. XIV JANUARY, 1909 No. 1

48421

EDITORIAL

The Illinois Educational Commission.

Origin of the Commission

Illinois bids fair to make an advance the coming winter such as the State has not made educationally for fifty years. Some two years ago the Superintendent of Public Instruction recommended the appointment of a commission to revise the school laws of the State, and at the meeting of the State Teachers' Association two years ago the Governor of the State recommended that a Commission be appointed not only for this purpose but also to recommend improvements in the administrative control of education in the State. When the Legislature opened the Governor sent a message to the Legislature recommending the appointment of such Commission to codify the existing laws, rearranging them and reducing their bulk, and in particular to study existing school systems in other States with a view to recommending to the Legislature changes and additions to the administrative machinery of the State which would be calculated to bring the schools of Illinois up to the highest standard of efficiency.

The Legislature accepted the recommendation and passed an Act creating such a Commission, the Governor to nominate six persons for the work, who, with the Superintendent of Public Instruction, should constitute the Commission. The Commission was empowered to appoint a Secretary, and money was provided to meet the salary and all other expenses. The Commission as appointed consists of the Superintendent of Public Instruction, President James of the University of Illinois, Superintendent Cooley of the City of Chicago, Superintendent Nightingale of Cook County, Alfred Baylis, formerly a Superintendent of Public Instruction, and two others. As Secretary Professor Ira Woods Howerth, of the University of Chicago, was chosen, and he has been the working member and the genius of the Commission. At the meeting of a year ago the State Teachers' Association pledged its support and appointed a committee of one hundred to co-operate with the Commission.

Work of the Commission

The first part of the work, that of codification and simplification of the laws of the State relating to education, was accomplished first, and was the easier task. After this had been done work of a constructive nature was begun, and as this has been brought into definite shape it has been published in the form of a series of bulletins for the information of the schoolmen and others interested. Four of these have been issued and one more is in preparation. The four so far issued deal with the following subjects:—

1. Plan for a State Board of Education.
2. Plan for a County Board of Education.
3. Plan for the Certification of Teachers.
4. Plan for making the Township the unit of School Organization.

The fifth bulletin is to deal with the subject of teachers' institutes.

*
* *

State Board of Education

In the first of these bulletins the Commission makes some excellent recommendations. Illinois has had no State Board of Education in the past, all the State administrative work having been performed by the Superintendent of Public Instruction, who is elected by the people for four year terms, and who is paid $7,500 per year. The State system costs $31,000,000 a year, the school property owned is valued at $37,700,000 and 28,000 teachers are employed. To assist in the management of this system it is proposed to created a State Board of nine members, consisting of the Superintendent of Public Education, *ex-officio,* and eight members to be appointed for eight year terms by the Governor, State Superintendent, and Chief Justice of the Supreme Court acting together. To this Board it is proposed to give the following comprehensive powers:—

1. To have general supervision and inspection of the public schools of the State, including the educational departments of State charitable and reformatory institutions.
2. To make rules for the distribution of any part of a State school fund set aside to assist and encourage pupils.
3. To prepare and distribute plans and specifications for the construction and equipment of schools.
4. To provide suggestive courses of study for rural, elementary and high schools.

5. To prepare all questions for teachers' examinations, to grade all examination papers and to prescribe all rules and regulations necessary to carry into effect the provisions of the law in regard to the certification of teachers.

6. To propose plans for organizing and conducting institutes.

7. To prescribe rules and regulations for the sanitary inspection of school buildings, and for the examination of pupils in order to detect contagious and infectious diseases and physical defects, and to take such other action as may seem necessary and expedient to promote the physical welfare of school children.

8. To classify and standardize the public schools and colleges, to provide for new forms of educational effort, and in general to take such action as may be necessary to promote the organization and increase the efficiency of the educational system of the State.

A careful reading of these provisions reveals the work of a far-seeing student of educational welfare. With a reasonably good Board of Education Illinois, or any other State for that matter, could make very rapid and very substantial educational progress. The opportunities for constructive work given to this Board are not only large and far-reaching when endowed with such powers, but such a State Board of Education ought to possess.

* * *

County Boards of Education

The Bulletin on County Boards of Education proposes the constitution of a County Board of Education for each county, to be composed of the County Superintendent of Schools and the President of the Township Boards of Trustees of the different townships of the county. This Board is to serve as an advisory body, is to serve as means of communication and as an agent for the extension of educational ideas downward, and is to have certain powers and duties not otherwise provided for, such as the enforcement of rules and regulations, the adoption of textbooks and apparatus, the selection of books for district libraries, and the devising of means for advancing educational interests in the county. No such centralized County Board as we have in California is of course completed. The bulletin also discussed the county superintendency, gives statements as to salary paid there and elsewhere, duties and qualifications, discusses election or appointment, and, like the bulletin referring to a State Board, contains digested information as to the practice in every other State. With reference to qualifications it is proposed that

all city and county superintendents in the future be required to possess a supervisory certificate,—a new and a very desirable form of certificate which it is proposed to establish.

* * *

The Certification of Teachers

In the third bulletin the Commission outlines an entirely new plan for the entire reconstruction of the certification machinery in the State, and one which, if adopted, will place Illinois in the front rank in the matter of having an intelligently worked out and a well integrated system. In its broad outlines it follows the plan suggested by the writer * two years ago. The plan provides for uniform examination questions prepared by the State Board for use throughout the State, examinations for county certificates to be held at the county seats and the papers to be graded there, but under rules framed by the State Board, examinations for State certificates to be held at designated places and to be under the control of the State Board, interstate recognition of certificates to be in the hands of the State Board, and the abolition of all fees for examinations, the expenses to be paid entirely by the State. In addition the plan provides for the following grades of certificates:—

I. County Certificates.

1. *Elementary School Certificates—Third Grade.* Renewable once. Good for one year. To be abolished entirely in four years. Based on examination only.

Second Grade. Good for two years. Renewable twice. May be accepted in other counties. Based on graduation from a high school and an examination. Granted without examination to normal school graduates.

Third Grade. Good for three years, and renewable indefinitely. Good in any county in the State. Based on a high school education and four years successful experience, or two years in the case of normal graduates.

2. *High School Certificates—Second Grade.* Good for one year, and renewable for two years. To be abolished entirely in 1913. Based on at least on year of college study, and an examination.

First Grade. Good for three years, with inter-county validity. Based on at least two years study in a college, and an examina-

* Certification of Teachers. Fifth Year Book of the National Society for the Scientific Study of Education, Part 2. University of Chicago Press, 1906. 88pp.

tion, and two years teaching experience. Issued to university graduates with but one year of experience. Renewable.

3. *Kindergarten Certificates.* Good for two years, and renewable for five year periods. Good also in the first two grades of the primary school. Inter-county validity. Based on high school and a kindergarten training school education.

4. *Special Certificates.* Granted in special subjects, as in California, and based on a high school education and two years special training. Good for two years, and renewable for five year periods, with inter-county validity.

II. State Certificates.

1. *Life elementary school certificates.* Good for life in any elementary school in the State, but lapses if the holder ceases to engage in educational work for three years, unless extended by the State Superintendent.

Requirements.—Graduation from a high or normal school, three years teaching on a first grade elementary certificate, and an examination in English, Psychology, Principles and Methods of teaching, and the preparation of a thesis on one or more elementary school problems, from a list of subjects to be prepared by the State Board of Education.

2. *Life high school certificates.* Same validity as the above. Requirements are graduation from a college university, three years teaching on a first grade certificate, and an examination in English, Psychology, Principles and Methods of teaching, and a thesis on some secondary school problem selected from a list.

3. *Supervisory Certificates—Second Grade.* Good for five years for supervisory work or teaching in town, city, or county, and renewable by the State Superintendent on evidence of professional success and growth. Requirements same as for first grade elementary school certificate, with an examination in Psychology, History of Education, School Supervision, and the school system and school laws of Illinois.

First Grade. Good for life for supervisory work in town, city, county, or any high school in the State, though lapsing in three years, as provided above, if the holder ceases to engage in educational work. Requirements the same as for a life high school certificate, and examination in all the subjects required above for a second grade supervisory certificate, together with such topics in sociology and comparative school systems as may be required by the State Board.

The best part of this plan is the very definite provision made for demanding personal growth on the part of every teacher who

expects to rise. No life certificates are to be given for remaining alive a certain definite number of months and holding one's job. Every advance in the character of a certificate means additional preparation and new tests, and the singling out of the most proficient of all to be the educational leaders and directors for the State is one of the best features of the entire plan. The adoption of this plan by Illinois would be a step twenty-five years in advance, and the one fear is that it is so good that the schoolmen and the Legislature may fail to grasp its significance. If this plan is adopted it will give Illinois the best all-around plan for the certification of teachers and supervisors to be found anywhere in the United States. The supervisory part of the scheme ought to commend itself to the legislative committee of the State Teachers' Association in our own State.

* * *

Township Organization

The fourth bulletin deals with township organization, and is of little interest to us here. It describes the various forms of organization in use in the different States,—town, district, township, and county,—points out the greater value of the township unit for Illinois, and recommends its adoption and the discontinuance of the district form of control. The fifth bulletin will deal with institutes.

These bulletins would prove interesting read to most California schoolmen, and it is probable that the Secretary of the Commission would be willing to send a limited number to California school officials who would write for them. The office of the Commission is in Springfield.

ELLWOOD P. CUBBERLEY.

* * *

A County Superintendent in Illinois reports as follows: "One of the most heart-sickening conditions yet extant in the country schools are the filthy outhouses. Nothing will do more to stunt mental growth, disease the imagination, and corrupt the heart, than this breeder of immorality—the filthy outhouse. The teachers and directors who, on account of indifference or a false sense of modesty, fail to do their duty in this regard are guilty of criminal negligence. It is a disgrace to our county that there are still in its midst ten country schools with double outhouses." And a school official high in authority in the State, commenting on this report, adds, "It is true of every county." How is it in California?

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Upon the Stanislaus

Miss Florence Boggs, Superintendent of Stanislaus County, called her institute during Thanksgiving week at the high school assembly room in Modesto. Modesto is the county seat and is situated on the Southern Pacific railroad. The origin of the name is said to be this: When the road was building this town was to have had the name of a certain high promoter of railroads; but he refused and disclaimed the honor with such promptness and vigor that "Modest O!" seemed to express the situation; and Modesto it has remained to this day.

The institute was divided into sections and continued for three days with vigorous and harmonious effect. Among the instructors were Professor Newcomer of the English Department at Stanford University, D. R. Jones of the San Francisco Normal School, F. F. Bunker, City Superintendent of Berkeley, and Dr. Ernest B. Hoag of Pasadena.

* * *

A Strong Man

There was a rain storm in progress during a part of the session. This is always disheartening to the wearers of gay plumage, of course; but it is good for the farmers. One of the leading figures of the institute was Thomas Downey, the long-time prin-

cipal of the Modesto High School. He is a strong, thoughtful, determined man, with a singularly clear cut, forceful speech and a light of self-forgetful enthusiasm in his eye. I suspect that he is an exacting task master, that he makes the evil-doer suffer for the error of his ways, that he deals out stern justice; but his spirit will be a moving factor in that part of the State for a hundred years, I doubt not, after he is dead and turned to clay.

* * *

Cheerfully encouraging

The Biennial Convention of Superintendents was held at Tahoe early in September. The program was made to illustrate one feature of an institute—the feature of breaking into sections to give scope and opportunity for different interests, various activities—then coming together for the broad lectures and discussions of interest to all. During the Convention some remarkable discussions were held upon the County Institutes, bringing out this and other features and building up the institute in a way I have never seen or heard before. Some of the brightest minds in the State took part in these discussions.

And now to the point: I have been to many institutes since then; and *nearly every one* has been built upon the plans brought out at the Convention—the result has been an institute of a distinctly higher type. Probably no one else has had a chance to see so widely the California institute; and I am entirely convinced that the Tahoe Convention made a deep and lasting impression upon that institution as a whole—an impression for good and for future improvement.

The moral? 'Tis this. The Superintendents of this State are not at all the mere self-seeking political creations some folks would have us believe. They are open to good influences, ready and eager to adopt improved plans, capable of assimilating and using all things their leaders can bring forth. Wherefore, Sir Leader, waste not your time in repining, complain not that the times are out of joint, say not "what's the use"; go ahead and do your work—originate your good things—express your great ideas. If your work is really good, if you can express it with skill and strength, you will be heard and heeded fast enough—and followed, too, never fear.

* * *

Water Color Studies

Miss Laura Marshall is the special drawing teacher of the Fresno schools. She is specially interested in color work and

has lately painted some beautiful water color studies of California flowers and plants, specially adapted for children to use in school as copies. There are two portfolios of them, about a dozen sheets in each, one for little children, another for larger ones. These have been printed by the Milton Bradley Company. They seem to me very beautiful and to be just what many a teacher would be glad to get hold of.

Now very likely some carping curmudgeon will say I shouldn't write such a thing as this; that it is booming an article of merchandise, and puts my motives under suspicion. To which I reply that anyone who knows anything about it knows that there is not enough money in California to buy one single line of LITTLE TALKS; and that when a thing seems to me one the teachers would like to know about, I shall not feel bound by anyone's hide-bound notions of etiquette.

* * *

Superintendents "Nota Bene"

The law requiring 60 per cent of the County School Fund to be spent for teachers' salaries, leaving only 40 per cent for other purposes, has been in existence nearly two years. Now, how does it work? Is it a good thing or a bad job? Does it work for the solid good of the schools? Or does it hinder real progress?

I am asking these questions for a purpose, and I trust they will be frequently and vigorously answered, from all sections of the State. For why, there will surely be strong efforts to repeal this law in the coming legislature. If it be a good thing, to be preserved, you must send me the ammunition to use. If it be bad, we want to know it.

* * *

Fresno County School

I went to the Washington School District, four miles south of Fresno, a short while ago. There is a rural school of four teachers and a Union high school with four teachers.

The grammar school was a handsome structure painted white, standing in the middle of a three-acre lot. Adjoining it is another three-acre lot belonging to the school and covered by a magnificent grove of gum trees. In the grove is a large pavilion with stage and an amphitheatre of seats, where the school holds its exercises and where the whole country congregates for picnics and other neighborhood festivities.

A little way off the school owns four acres more. Originally

it possessed thirteen acres; but it gave three acres to the high school for a building site. Mark well this liberality of acres in a California rural school and execrate the short-sighted, ill-advised, uninformed men who locate their schoolhouse on a measly little town lot. Shall our children be starved for sunshine, air, play room, right here in California? Perish the thought!

The high school, trim and neat, peeps out of a magnificent growth of trees and shrubbery. It has seventy-five students. The principal is Osmun Abbott, who holds a diploma from the University at Jena. He is the leader of a local institute, which meets every Thursday for reading-circle work. This institute is composed of twenty-one teachers, has been running for two years, and has made solid studies of Bagley's and Chancellor's educational doctrines. This work has been of great help to the county.

* * *

A Good Example

If I might do so very gingerly and without offense, I would venture to commend Mr. Abbott's example to other high school principals of strength, ambition and initiative. Do not allow yourself to sit around and grumble, good friends, feeling that you are not recognized, that you have no chance, that the Superintendent doesn't appreciate you, that the people are a sodden lot. If you can gather the teachers of the surrounding region into a Local Institute for a year or so, you may do a worthy thing, one that will do the world much good for long years into the future. These neighborhood institutes are often more efficient, more enthusiastic, more helpful than the larger county gatherings.

* * *

For the Boys

I would that every boy in California might get this, my message, through his father or mother or teacher, in whatsoever way may best appear:

"Boys, I have just passed through the most horrid and ghastly experience of my life; one that leaves me old and broken and overwhelmed. I went duck hunting with my boy, fifteen years old, along the shore of Lake Tulare, on the Saturday after Thanksgiving. We were in a two-seated wagon with Professor Baker and his son Lee, both of them intent on giving us a good time. When we started home, the two boys were in the rear seat. Lee loaded his gun and held it for a while, then set it down beside

Victor while he jumped out to open a gate. A jolt of the wagon threw boy and gun together—and *crash* came a sharp report! I whirled around to find Victor with shattered shoulder, four ragged, bleeding wounds staring at our helplessness!

"We rode for six galloping miles, vainly trying to stop the blood, tortured by his pale face and his pain, a fearful journey! Then came six frantic hours of waiting for a train, trying, trying to stanch the flow of blood, with small success. Then we carried him to the depot; and followed three hours of jolting in a cold and cheerless baggage car, with frenzied watching to see if he could survive the constant loss of blood. And then the ambulance. And then the operating room, a shambles! Where the keen surgeon, up to his elbows in crimson, looked me in the eye and gave me quick choice between losing a big, strong arm or losing the boy! And then days of anxious care, with life or death uncertain from hour to hour, even as I write this—with no hope for anything better than a young life doomed to an empty sleeve!

"It is not easy to set this down, nor pleasant. I do it hoping that a near view of its horror and agony may so impress some of you that *your* parents may be spared such harrowing experience, that *you* may perchance save life or limb.

"Make up your mind so firmly, promise it so strongly that you will never forget—that you will *never* EVEN ONCE *ride in a vehicle with a loaded gun!* Nearly all accidents with boys and guns are caused that way—by riding with a loaded gun or by taking a loaded gun out or by putting it in the wagon. Don't do it yourself. Don't allow others to do it. If some one else does do it, you get out and walk. Avoid like pestilence a wagon with a loaded gun. Force yourself to this without swerving. It will cost you nothing, but will yield a great reward."

* * *

Pencil Sharpeners

Superintendent Lindsay of Fresno County took me out with a nice horse and buggy to visit the Roeding School a week or two ago. The principal showed us her new pencil sharpener. Naturally, we had seen many kinds and patterns of sharpeners for lo these many years; yet here in this rural school we found one entirely new to both of us, and apparently the best that either had ever seen. It was called the U. S. Automatic Sharpener, and cost $3.50. It cuts like a knife and doesn't break the leads. As a general rule a good jack knife, costing about fifty cents, is the best kind of a pencil sharpener for a school.

What to Do

A school trustee has written about the forty-sixty per cent law, saying that his district pays its teacher an excellent salary, fully as much as or more than other schools pay, and that yet a good big balance has accumulated. Now he says that this balance is not needed for next year and the building needs painting and repairs. Therefore it should be used for the good of the district, not saved in the teachers' fund. If not, what *should* be done with it?

It seems to me that this must be an unusual case. The ordinary district does not come out with any more balance than is necessary to start out the next term. A small balance of ready money on hand, so that all bills can be paid at once, is as good for a school as for an individual.

If, however, some unusual circumstance had caused an accumulation beyond the coming needs, what then? The clerk might ask the County Superintendent for the names of the best six teachers of the county; then go and visit these at their work, and make up his mind which of them would do his district the most good; then when he could honorably do so offer him (or her) a salary large enough to get him. The best teacher in a county is worth more than twice as much as the average one. Even one year with a *splendid* woman or man means much to a body of young people. It affects them for life.

* * *

Barren Officialism

It often seems to me that we Superintendents take ourselves altogether too seriously in the matter of our official correspondence. I know one good, conscientious fellow whose chief pride is in the exact, systematic, complete manner in which he conducts this department of his work. Every letter he ever receives is carefully filed and indexed—even when Agent Smith writes for a directory or Miss Comely asks for a list of vacancies. Every scratch that he ever writes himself is carefully copied. He grinds the letters through a wringing machine, duplicates them on a continuous roll; then cuts them off separately, numbers them, files them, indexes them and stacks them away in proper order. He loves to tell how he can in a short time unearth from his vast accumulations of debris any letter on any subject from or to any person at any date that was ever written since he was in the office!

Doubtless this is true.

But what of it?

This clerkly work has used up most of his time and the best of his energy. He can't visit schools very much or spend much time with his teachers—his office works piles up too fast. Of what real use to the world is old correspondence? Once in a great while perhaps it gives one a personal satisfaction to prove that Robinson has misquoted what you really said or that Bilkins wrote you what he didn't do, or that Ananias really lied about something. But what does that amount to? The great mass of correspondence is just like the great mass of Talk that comes and goes—ephemeral, its usefulness gone as soon as it happens. Imagine preserving by phonographic records every *word* that ever was uttered in a Superintendent's office! Wouldn't it be a pretty mess?

Most of the correspondence is the same. Reaching back into the years, dust covered, filling up good space, costing money, using up energy and eyesight—and the whole thing for a dozen years is not as valuable to the world as one sympathetic smile to a lonesome urchin, or one hour spent in heartening up a discouraged little teacher away out in the wilds.

Then I know another Superintendent who has been in office over ten years and has only kept one copying book and one little letter file—and not over fifty letters in both—just a very few formal communications that were necessary to keep. "What's the difference?" says he. "It's easier to say a thing over again than to record it. If I forget what someone wrote, it's easy to ask it over again—when I need it. But ninety-nine times out of a hundred I never need it. Why burden myself with it, then? The janitor needs it to light the fires. Old correspondence is like last year's birds' nests."

Somewhere between these two extremes lies the golden mean, which each must find for himself.

* * *

Crabbe Goes Forward

Kentucky has a Crabbe that does not seem to be advancing backwards. He is the Superintendent of Public Instruction, and his initials are J. G. He has issued circulars announcing a Whirlwind Campaign for Education to last for nine days. Twenty-five speakers are engaged and the Whirlwind is to strike every county in Kentucky. The circular says: "These speakers will be talking Education for these nine days; the teachers, the business men, the housewives and the FOLKS ALL will be hearing and thinking and talking Education for these nine days. It is a great op-

portunity for our people to hear such interesting and forceful discussions upon burning questions. These are vital questions. There is a great awakening among all our people and these great problems must be solved—right or wrong."

* * *

The Easterby School

Here is a picture of a rural school in Fresno County that I visited a few weeks ago. Nearly all the children are of Scotch parentage, illustrating the cosmopolitan character of the Fresno population. The horses, ponies and donkeys are the ones on which the youngsters ride to school. The pavilion to the left is a fine shady place for eating lunches and playing games. School trustees may very well observe this feature. Some sheltered, roofed-in space is really a necessity in hot climates. It saves the

EASTERBY SCHOOL IN FRESNO COUNTY.
Observe the pavilion and the strange nut tree.

school room and gives the children much comfort and pleasure. It lends to the school ground a home-like air. Try it.

Notice, too, the tree in the rear. I had never seen the like before, so asked Miss Kyne, the teacher, about it. She said they called it a Japanese fruit-nut tree for short, but that its right name was Ostachia vera. There were about a score of them, planted all around the school ground. They were covered with nuts, shaped something like an almond, but only about as big as lima beans. They were very rich and creamy to the taste and the children cracked them with their teeth and prized them highly. The tree is quite handsome, dark green, with great bunches of scarlet nuts. The leaf is somewhat like that of a walnut, and falls off at the first touch of frost.

It was rather disconcerting, to go to a rural school away in an interior county and find there a grove of fine trees loaded with nice nuts, that I had never heard the name of or even dreamed of before! But so it was.

Meeting of the State Board of Education

Reported for the Western Journal

By Lawrence E. Cheneweth.

An important meeting of the State Board of Education of California was held in San Jose on January 1, 1909. The principal matters discussed by the Board, all members being in attendance with the exception of Governor J. N. Gillett and Dr. J. F. Millspaugh, were the charges of unprofessional conduct brought against certain teachers of the State on account of their relations with the Co-operative Teachers' Association of San Francisco, an investigation of the conduct of the Association itself, and the matter of the relation of the members of the Board to representatives of text-book publishers.

Miss Viola D. Fisher and Miss Nettie E. Wagner had been summoned to appear before the Board to show cause why their certificates should not be revoked on account of the connection they had had with the Co-operative Teachers' Association, the methods of which in placing teachers throughout the State had been questioned at the September meeting of the Board. Both teachers named appeared before the Board and made full and complete statements, and were closely examined by Dr. C. C. Van Liew, chairman of the Grievance Committee. M. B. Leavit, former manager of the Teachers' Association, was also brought before the Board and thoroughly examined as to the practices indulged in which had been deemed as questionable, to say the least.

The examination of the two teachers and Mr. Leavitt brought forth some very interesting information tending to show that not only California, but Nevada as well, has been a lucrative field for the "sharp practices" of certain teachers' agencies, and furnished the basis for investigations which will be made by the Board in the future.

As a result of the hearing the Grievance Committee introduced resolutions which were unanimously adopted by the Board. Miss Viola D. Fisher was fully exonerated from the charges brought, with the warning to be more careful in any future dealings she may have with teachers' agencies. Miss Nettie E. Wagner was exonerated, but was reprimanded by the State Board for not having made an attempt to clear her name, withdraw from the Association, or take other action after the matter had been brought to her attention. Action toward the Co-operative Association itself was deferred pending further investigation.

Mr. Leavitt gave testimony exonerating the teachers named, and stated that the Co-operative Association had been put out of business by the exposure of their methods at the Tahoe meeting.

Testimony given at the hearing, which was in executive session, was such as to shed a damaging light upon the practices pursued by certain agencies, and showed clearly that teachers frequently sign contracts delegating to agencies extraordinary powers, without paying attention to the contracts or appreciating the uses to which they may be put. The evidence was such that the Board will give it the fullest attention, and without doubt some action will be taken to protect not only school officials throughout the State, but the teaching body as well.

In the matter of the relation of members of the State Board to text-book publishers and their representatives, the committee having the matter in charge, Dr. Benjamin Ide Wheeler, Frederic L. Burk and Superintendent Edward Hyatt, presented the following report to the Board. The recommendations of the committee were taken up and acted upon seriatim. Each section was discussed fully before being acted upon.

The recommendations as finally adopted were as follows:

To The State Board of Education:

Your Special Committee on Relations of the State Board of Education to Book Publishers (and their Agents) begs leave to report as follows:

We recommend that the three following questions be submitted to the Board:

1st. Shall the personal interview, affecting questions of the merits of text-books up for adoption, be prohibited between Book Publishers (or their Agents) and the Readers appointed by the Board?

2nd. Shall the personal interview affecting questions of the merits of text-books up for adoption, as a general procedure be disapproved between Book Publishers (or their Agents) and the members (other than the Text-Book Committee) of the State Board of Education?

3d. Shall the personal interview, affecting questions of the merits of text-books up for adoption, be prohibited between Book Publishers (or their Agents) and the members and Secretary of the State Text-Book Committee?

Respecfully submitted,

EDWARD HYATT.
FREDERIC L. BURK.
BENJAMIN IDE WHEELER.

Prof. G. L. Leslie of Los Angeles appeared before the State Board in behalf of a measure which he is endeavoring to have presented at the present session of the Legislature relating to the establishment of health and development supervision in the public schools of the State. Mr. Leslie told of the good work that is being done in the Los Angeles schools along the line of correction of development and acquired defects which injure the growth, health and efficiency of pupils and asked the Board to take cognizance of the measure and lend support to the work.

Superintendent Edward Hyatt addressed the Board in regard to the illness of Dr. J. F. Millspaugh, President of the Los Angeles State Normal, who has been confined to his bed for some time past. He said that in recognition of the efforts of Dr. Millspaugh, who has been an untiring worker on the State Board, and in view of his present inability to sit with the other members in their deliberations, he thought it eminently right and proper that there be forwarded to Dr. Millspaugh an engrossed appreciation of his services, together with the best wishes of the Board for his early recovery and return to his duties. It was unanimously so ordered.

Harr Wagner, editor of the *Western Journal,* appeared before the State Board and addressed the members in regard to the publication, what had been done in the past, and the probable attitude of the Board toward it in the future. The matter of the State Board endorsing an educational magazine to be edited by the secretary of the State Teachers' Association, as had been proposed, and the resultant effect upon the *Journal,* was thoroughly gone over by Mr. Wagner, who stated his attitude in the matter and the propositions he wished to submit to the Board. The Board indulged in a discussion of the various phases of the question with Mr. Wagner, but no definite action was taken.

Mr. S. T. Black, who presided at the meeting in the absence of Governor Gillett, addressed the Board in regard to the question of alleged frequent changes in State text-books. He discussed the attitude of the public in general regarding the matter, and pointed out several fallacies in the arguments presented by people throughout the State in regard to the question. He expressed himself as in favor of long term contracts for State text-books, and stated that he wished the fact to go on record that the State Board is opposed to frequent changes of text-books in the public schools of California.

The usual grist of Life Diplomas of various grades and Special High School Credentials was ground out, and the recommendations of the various committees were pretty generally accepted as rendered.

Dr. Frederic L. Burk opposed receiving the recommendation of the Committee on Special High School Credentials, in which certain applications were ordered denied. His opposition was based upon the requirements of the State Board for such Credentials, and the manner in which the requirements were adopted. As a result the action of the committee was deferred until the next meeting in regard to the denied cases, and at that time the whole matter will be very thoroughly threshed out.

An interesting feature of the Special Credential Committee report was that of the applications granted one-half were men and one-half women. All successful applicants showed excellent training for high school work, and their addition to the California teaching force will be a source of strength.

* * *

State Text-Book Committee

(This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett. The Secretary will try to use this department to bring his work in closer touch with the teachers of the State by recording each month the details that seem to be of general interest.)

SACRAMENTO, CALIFORNIA, December 7, 1908.

To Critic-Readers:

The names of all critic-readers are to be made public, although their reports to the State Text-Book Committee and their individual opinions as to the merits or defects of books examined, will be considered as private and confidential. The texts under consideration at the present time are Readers, History and Civics. (See circular letter to text-book publishers.)

In passing upon the various texts submitted, critic-readers are asked to bear constantly in mind the fact that the texts are for primary and grammar grade pupils, and especially that about one-half of the pupils of the State are in the rural schools.

It is our opinion that a good workable text for the schools of the State should represent the minimum of essentials rather than the maximum. It is an easy matter for those schools desiring to do so, to supplement the State text in any subject, but rather difficult for a rural school to abridge the work of a comprehensive text.

That critic-readers in the prosecution of their work may not be annoyed by publishers' agents, or be subject to attempts to influence their judgment as to the merits of any text, they are respectfully requested not to permit an interview or discussion with any person on the books under consideration.

Agents of publishers have been notified that interviews, letters, or other communications, either direct or indirect, with critic-readers are not permitted.

Please summarize your reports by giving the strong points and the weaknesses or defects of each text; also arrange the list of books examined in order of merit, all points considered.

All reports of critic-readers should reach this office not later than March 15, 1909.

Respectfully,

STATE TEXT-BOOK COMMITTEE,

By Geo. L. Sackett, *Secretary.*

* * *

Sacramento, California, December 12, 1908.

To Text-Book Publishers:

The State Text-Book Committee of the State of California hereby invites publishers of text-books in the subjects named below, to send sealed bids or proposals for leasing the plates of such books, subject to the following conditions:

"Whenever any plates, maps, or engravings of any publisher or author are adopted for use as hereinbefore provided, the State Text-Book Committee shall enter into contract for not less than four years nor more than eight years, for the use of the same, and shall require a good and sufficient bond of the owner of such plates, maps, or engravings, guaranteeing that the same shall be kept revised and up to date as may be required by the State Board of Education."

The proposal to lease such plates should in each case be a royalty proposition; that is, a fixed amount upon each volume printed and sold by the State of California.

In deciding upon text matter to be adopted, merit is to be considered first, but where there are several texts of equal merit, economy will govern.

The Text-Book Committee expects all plates to be placed in the hands of the State Printer, Sacramento, California, at the cost and the risk of the owners.

All bids or proposals should be in the hands of the Secretary of the State Text-Book Committee, Box 615, Sacramento, California, not later than 12 o'clock noon, March 15, 1909, and should be upon a four, a six, and an eight-year basis.

The contract for the Grammar School History expires April 24, 1909, and for the Readers, July 1, 1909.

Reading.

The texts for this subject should cover the work of the First, Second, Third, Fourth, and Fifth Grades. You are invited to send immediately, if you can do so without charge, one copy of each of

the texts in reading you wish to submit for consideration and examination, to each of the following named persons:

Dr. Margaret Schallenberger, State Normal, San Jose, California.
Miss Marie E. Hall, State Normal, Chico, California.
Mr. C. E. Rugh, 201 California Hall, Berkeley, California.
Miss Alma Patterson, State Normal, San Francisco, California.
Miss Elizabeth Rogers, State Normal, San Diego, California.
Superintendent P. W. Kauffman, Pomona, California.
Mrs. Emma Young, Eureka, California.
Miss Lillie Martin, Corona, California.
Miss Alice M. Osden, State Normal, Los Angeles, California.

Grammar School History.

The texts in this subject should cover the work of the Grammar Grades, "only," and one copy of each of the texts in History you wish to submit should be sent immediately, if you can do so without charge, to the following named persons:

Miss Effie I. Hawkins, 313 Waverly Street, Palo Alto, California.
Mr. E. I. Miller, State Normal, Chico, California.
Mr. J. B. Newell, 2318 Webster Street, Berkeley, California.
Superintendent E. Morris Cox, San Rafael, California.
Mr. B. O. Kinney, High School, Los Angeles, California.
Mr. W. F. Bliss, 2311 Bancroft Way, Berkeley, California.
Miss Eva V. Carlin, 2525 Benvenue avenue, Berkeley, California.
Mr. Geo. B. Albee, Eureka, California.
Mrs. Stella Atwood, Riverside, California.

Civics.

Although the subject has been broached several times in the past five years, the State Board of Education of this State has never seen its way clear to adopt a text in Civics because it felt that a really practical and effective text did not exist.

The difficulty that has been found in the use of Civics texts has been their tendency to deal almost exclusively with the external form and organization of government, or with the formal enumeration of civic duties. Experience has taught that such texts do not take hold of the child effectively, because they possess little of concrete interest, and nothing that will stimulate the formation of habit along civic lines. If there has yet developed a text that aproaches the subject quite concretely, that leads the child to see the civic relations of the life immediately about him and to be interested in them, that finally suggests immediate activity in the life of the child that can make for civic habits, we want to hear from it. We have a notion, for example, that the school itself, the building, grounds, outhouses and apparatus, taken from the viewpoints of both utility of service and beauty or attractiveness, could well be made an effective point of departure in the study of civics. It is not half so important as we sometimes think whether or not a man goes to the primary, or

registers, or votes, unless he possesses the ideas, interests, and, in a measure, the habits that make it desirable to hear from him at all at the primaries or the polls. In this age we are but too well aware that civic and governmental forms may be the machinery, if not, indeed, the cloak, of anything but civic righteousness. The school can do nothing worth doing with this problem unless it can make for interests and habits, as well as ideas, in the child that will lead him to wholesome civic activity. Now, have you a text that will show itself sufficiently independent of conventions, that will put the child face to face with the concrete evidences of government and civic life as he can always find them in his own environment, e. g. with roads, water and lighting franchises, with measures for public health and sanitation, with public libraries and fire departments, all of which and many more touch the child directly and vitally, and in connection with many of which he can be taught to form habits that will help him to be jealous of his own and other's civic privileges in

The above is intended to be no expression of bias with respect to individual texts. Every book submitted will be considered. It is illustrative of what we look for. It may also be suggestive of the points we should like to have discussed in your own prospectuses of the text you submit. One copy of each of the texts in Civics you wish to submit should be sent immediately, if you can do so without charge, to the following named persons:

Miss A. E. Howe, State Normal, San Jose, California.
Mr. E. I. Miller, State Normal, Chico, California.
Mr. J. B. Newell, 2318 Webster Street, Berkeley, California.
Superintendent F. F. Bunker, Berkeley, California.
Mr. C. B. Locke, Polytechnic High School, Los Angeles, California.
Mr. W. F. Bliss, 2311 Bancroft Way, Berkeley, California.
Mr. A. C. Barker, Prescott School, Oakland, California.
Mr. George B. Albee, Eureka, California.
Superintendent James E. Reynolds, Ventura, California.

You are further invited to send immediately, if you can do so without charge, one copy of each of the books you wish to submit for consideration and examination to each of the following named persons:

Governor James N. Gillett, Sacramento, California.
Hon. Edward Hyatt, Supt. Public Instruction, Sacramento, Cal.
Dr. Benjamin Ide Wheeler, President University of California, Berkeley, California.
Dr. Alexis F. Lange, Department of Education, Berkeley, Cal.
Dr. C. C. Van Liew, President State Normal, Chico, California.
Dr. Frederic Burk, President State Normal, San Francisco, Cal.
Dr. M. E. Dailey, President State Normal, San Jose, Cal.
Dr. J. F. Millspaugh, President State Normal, Los Angeles, Cal.
Mr. S. T. Black, President State Normal, San Diego, California.
George L. Sackett, Secretary State Text-Book Committee, Sacramento, Cal.

Briefs concerning books sent for consideration may be enclosed to parties named above, but NO TESTIMONIALS, LISTS OF ADOPTIONS, NOR CRITICISMS OF ANY BOOK MUST BE SENT.

In calling for offers, it is with the understanding that we reserve the right to reject any or all bids. It is understood, furthermore, that your own briefs are to be the only communication outside of the text, either to our readers or to members of the Board of Education or this Committee, except when the Board or Committee are sitting in official capacity.

The State Board of Education has come to no decision regarding changes, but has directed the State Text-Book Committee to secure data regarding the merits and prices of the various texts in these subjects, and when collected and tabulated, to submit its report to the State Board of Education for action.

Respectfully,

STATE TEXT-BOOK COMMITTEE,

By GEO. L. SACKETT, Secretary.

* * *

There have come to our desk during the past few weeks copies of the following publications:

"The Preston School Outlook," published by the Printing Department of the Preston School of Industry, Ione, California. It is a special edition devoted to a report of the dedication of the new Assembly Hall and Gymnasium, which was built entirely by the boys of the trades school of the institution.

It is a splendid piece of workmanship, worthy the efforts of any old established publishing house. The frontispiece is a fine half toned cut of Governor Jas. N. Gillett with other cuts of Trustees, Principal Randall, Buildings, and interior views of Buildings dispersed through the book.

Much credit is due the boys and those in charge for the excellent work being done in this State institution.

"One Hundred Experiments in Elementary Agriculture," by Riley O. Johnson, head of the Department of Biology and Nature Study of the Chico State Normal School.

This publication can be made of great value to the children of the State if teachers will secure copies of it and follow the suggestions of the author. There is a demand for such a work especially in rural communities. Here is to be found splendid material for Friday afternoon exercises for the live resourceful teacher.

"Outline of Civics for Tehama County," by J. D. Sweeney of Red Bluff.

This publication is evidently ment as a handbook for teachers. It is well adapted for the purpose and furnishes suggestions and material for carrying out the work.

It presents the essentials in a concise form and will be of much help to teachers in this important subject. From suggestions we quote: "In all lessons in civics never lose an opportunity of presenting the ethics of the subject; ever endeavor to instill into the minds of the pupils the necessity of law and the greater necessity of obeying that law."

Placer County is doing things. The teachers are wide awake and have co-operated with Superintendent Shine in putting into pamphlet form a brief history of the resources of the county. It is called "Placer County Institute Research." The subject of Education is handled in an able manner by Preston W. Smith; Geology by Dr. J. C. Hawver; Fauna of the County by Maud M. Peaslee, and Transportation by Mrs. Alice McIntosh, are all handled in like manner. A fine thing to be placed in the hands of the teacher of the county to be given as general information to the children in short talks by the teacher.

They also publish in Placer County the entire minutes in detail of the Teachers' Institute. A splendid idea—then each teacher may have a copy and review the work of the institute and give the good things a chance to soak in.

The City Schools of Alhambra have published an Annual for 1908-'09 and Manual for 1908-'09 combined. Not too much, but enough—concise and well done. "Nuf Sed."

* * *

State Board of Health

(The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the State capitol. With the object of giving to the teachers of the State the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.)

A Plea for Pure Streams

CHILDREN:

Notice the beauty of the flowing streams,
Think well about their uses.
Cultivate a respect for them; they are
Nature's irrigation plants,
Homes of the fish,
Delight of the birds,
Water carriers for man and beast, singing as they serve.

Running waters are life savers.

Throw nothing into them to contaminate, poison, and make them life destroyers.

It is selfish, vulgar, even criminal.

PICNICKERS:

Your enjoyment is lacking without the streams; why destroy their fringed edges, spoil their shade, or render water unsightly with trash?

CAMPERS:

Dig holes to receive all rubbish, neutralize and bury, or burn refuse. Do not burden the streams with it. The birds may claim a share of broken food. Leave no fires unattended.

HOUSEKEEPERS:

Empty no tubs, cleanings of either fish, fowl, animal, fruit, vegetable or dairy into your adjacent stream, even though dry. It is not dry in winter.

FARMERS:

Do not use arroyos or dry chasms for vaults, looking to storms to cleanse them. Think of your neighbor below. Consider the milk supply and the poisoned water for the stock. Resolve or burn, and fertilize. Try changing stable waste heap and corral yearly and absorb drainage into rank growth of field corn or pumpkins. These will pay you, besides protecting the streams. Study the Pasadena sewer farm methods. Change and growth purify, and nothing is lost.

FARMS. SCHOOLS, SUMMER RESORTS, CAMP GROUNDS, LOGGING and MINING CAMPS, VILLAGES:

Allow no drains to reach your streams. India gives us warning. Surface sewage, unresolved has poisoned her soil, and her waters.

The early inhabitants of America gave to the waters due respect. Indian shell mounds and bone heaps stand as monuments to their care of the streams.

From dripping spring or mountain glacier to the sea, our streams call for protection.

JOSEPHINE KINNEY WALKER,
Chairman Purity of Streams Committee,
California Club, San Francisco.

The above circular published by the Civic Department of the California Club is so good that we reproduce it in full. It is an

earnest plea to all to keep our streams pure and sweet and should be read and heeded by everyone.

There is perhaps no other one thing that does as much harm, when looked at from the view point of public health, as the pollution of the waters of our State. Nor is the damage all to health, commercial interests are involved as well. It is easy to dispose of sewage, garbage and other waste material by throwing it into a nearby stream or lake and we often hear the argument that streams are nature's sewers.

This is not a fact, for in nature there is no such thing as a sewer or sewage. The waste is returned to the earth in small quantities well distributed over the surface and does no harm. The sun and air having a chance to apply their destructive action on these waste matters and change them to material for the food of plants.

As mankind congregate in cities they cannot individually distribute their waste and the community has to do it as an unit and sewers and garbage collection is the result. This waste is composed of the most filthy material and is a deadly poison. Its only place is the soil which will properly destroy it and utilize it for our good.

In the streams it settles in the beds, defiles the banks and poisons the water. Typhoid fever, cholera and other diseases are carried in this way and yearly thousands die from this pollution of the streams.

The law of the States forbids it and while it is only a misdemeanor, punishable by fine or imprisonment, it is really murder if another dies from our violation of the law.

What is more horrible when we lie down to drink out of an apparently pure mountain stream, than to think we may be drinking from a cess pool; that possibly just around the bend or behind the first clump of trees there is established over the stream a toilet for the accommodation of people.

Is it any wonder that many coming home after a summer vacation in the mountains have typhoid fever? This is how it is spread in very many cases.

Teach the children that the streams are sacred and must not be defiled. They are one of God's greatest gifts and their pollution shows lack of our appreciation. It is a sacrilege to pray to him to deliver you from evil when you are constantly thwarting His efforts to do so.

Think not that your defilement is too small to be of harm. Yours may be the worst element of death and possibly the grave already holds the victim of your carelessness and the broken family circle condemns you as its cause.

High School Secret Organizations and the Board of Education of Berkeley.

Published to Illustrate a Successful Way to Deal with a Serious Problem.

On October 13, 1908, the Board of Education of Berkeley adopted the following resolution and placed a copy in the hands of every high school pupil:

"Whereas, and because of the standing of our local school, the University of California has extended to it the privilege of exempting from the university entrance examinations such of its graduates as its principal recommends; and whereas the Board of Education of Berkeley has withheld all privileges of the school other than attendance upon classes and graduation and other than this privilege of entering the university without examination, from all high school students who are member of any secret society or club, whether bearing the name of the local school or whether the organization in question is comprised largely of students of the local school though not bearing the school name; be it resolved that in addition to the privileges now withheld by the Board from members of such organizations that this further privilege of being recommended to the university for admission without examination be also withheld and that the Board hereby requests the principal of the high school not to issue the recommendation required to any student who joins such an organization after date and to any student who remains a member of such an organization after November 24, 1908."

On November 13th all members of secret organizations in the high school were called together and addressed by the City Superintendent of Schools as follows:

"Inasmuch as Mr. James has stated that there is some confusion among you relative to the recent ruling of the Board concerning secret organizations and inasmuch as the Board of Education has asked me to interpret and administer this ruling, I am here to speak briefly of the same. I do not want to coerce you in the least, but to lay before you as clearly as I can the Board's attitude in the matter in order that you may determine your action with intelligence.

The Board of Education of Berkeley is opposed to the existence of secret organizations in the high school believing such to be detrimental to the welfare of the individual members of such organizations and to the school as a whole, and among others for the following general reasons:

1. *They tend to destroy the unity and harmony of the School.* Where the student body should be a unit standing squarely back of every measure looking toward the betterment of the school morals and where it should strongly support every school activity—literary or athletic—secret organizations divide the student body into groups. Instead of interesting itself in the general activities which it refuses to share with its fellows and which diverts the interest and attention of its members from those measures which all should support. In short these organizations tend to keep their members from doing the things they would otherwise do if they were loyal members of a united school.

2. *They set up standards which are different from, if not opposed to the standards set up by the school authorities and by the world at large.* In general these societies are organized on a social basis and oftentimes the young man who cannot dance well, smoke well and dress well is not wanted. Among young people a proper attention to activities of a social nature is highly desirable and is encouraged by school authorities. But the cultivation of social amenities must never be elevated into an end,—it must be kept properly subordinated to the real and serious work of the school. Success out in the world—the world for which we are trying to prepare you for an effective entrance,—is not determined by any such artificial standards as you set up in your organizations. In America, at any rate, *Success* does not stand by your side and ask, "Who is your father?" How much money have you?" "How well do you dance?" It asks only, "Are you honest?" "Are you on the level?" Can you look your man squarely in the eye?" "Have you paid the price in terms of your own effort?" And in this examination which the Old World gives, the son of the hod-carrier oftentimes makes a higher record than does the son of the millionaire.

3. *They tend to break down respect for properly constituted authority.* If there is any one lesson which our American young people need to learn more than any other it is this, that there is such a thing as properly constituted authority and that it must be respected. Freedom, in its true meaning, is a positive and not a negative term. It refers not so much to the things we give up and get rid of as to the things we tie to. Little Orloff, a Russian boy in one of the schools under my supervision in Los Angeles, voiced too well our popular conception of freedom. He had been in this country just long enough to pick up a little of our language but a great deal of our spirit. He did not behave properly and his teacher said to him, "Orloff, what is the matter with you, why don't you obey me?" He replied in his broken English which I shall not try to imitate,—"Teacher, in Russia I obey,—

America is the land of freedom so in America, I do *not* obey." Yet the world is permeated by law. The chemist in his laboratory is trying to discover the laws which determine chemical action; the physicist is trying to determine the laws operating among physical phenomena; likewise the biologist, the horticulturist, the scientific farmer, the sociologist and the physician,—all these men are devoting their time, their money, indeed, in instances, their lives to the problem of determining the laws and principles which operate in their respective fields. And why?—in order that Man may be *free* for it is the truth which sets one free and knowledge of truth implies the knowledge of limitations.

A thing is not right because I believe it; a deed of mine is not proper because I perform it; my wish should not be granted because I wish it. Indeed, at every step of the way I must continually square my life, my thoughts, my actions by standards which lie outside myself, and which have been set up by the society in which I live. How can you have an honest man if as a boy in the home and in the school he is not honest? How can men and women be dependable and worthy of trust if they have not practiced these virtues as children? How can we expect our future men and women to become citizens who respect law and order and who are willing to subordinate their own personal ends to the common good, if as young men and young women here in this high school you do not conform to these ideals?

Secret organizations among high school young people tend to create an undercurrent of antagonism to this proper authority; they tend to create in you a spirit of indifference to consequences, and when they have grown old and strong they frequently come to be a source of much annoyance and at times of actual danger in the government of a school.

Again, secret organizations in the high school are undemocratic and if our public schools are to stand for anything at all they must stand for equality of opportunity and the non-recognition of rank, and class and caste. Then too, they are unnecessary. They fill no real need as college fraternities may do. You live at home; you are not yet ready to choose a life which lies outside your home life.

There are certain privileges which the Board of Education, acting in its capacity as holder of a trust, has in its power to extend to or withhold from students of this school. Within certain limitations prescribed by law, it may withhold either entrance to or graduation from the school; it may withhold the privilege of participating in the various activities of the school; again it may withhold the privilege of exempting the graduates of the school from the entrance examinations of the university.

With the exception of the privilege of attending classes and graduating, the Board has decided that after November 24th, it will withdraw those privileges which I have enumerated from all who by that time have not satisfied the Board with respect to their withdrawal from secret organizations. It is not impossible that at a later time, if necessary, the Board will withdraw from such even the privileges of attendance upon classes and graduation though this action will not be taken at this time.

It seems clear that the technical wording of the Board's resolution in the matter can scarcely be conformed to by you for I am informed that you have no provision in the constitutions of your organizations which permits the individual to "resign." You can, however, show to the Board your desire to conform to the spirit of the resolution and likewise your good faith in the matter by surrendering your charters and becoming inactive as local organizations. In lieu of your inability to resign as individuals, I am convinced that the Board will accept such action. However, the Board will not be satisfied if you stop short of doing all that you can do toward severing your connection with the organizations of which you are members.

One word further, I do not want a single one of you to take any action in this matter unless you take it in good faith. Any attempt at evasion, or deception; or any attempt to secure the privileges referred to, through subterfuge will be met by immediate dismissal for we have no place in this school for dishonest people. If you do not desire to conform to this ruling and thereby avail yourselves of these privileges in an above board manner, well and good. We may not think much of your judgment but we will respect your honesty.

I repeat what I said at the beginning of my talk; I do not wish in any manner whatsoever to coerce or influence you. My only object in appearing before you is to interpret to you as clearly as I can, the Board's attitude in this matter to the end that your decision may be an intelligent one."

When it came to interpreting and apply the ruling of the Board it was found that the sixteen secret organizations in the school fell into two groups comprising; (1) organizations in which the active membership was largely within the school; and (2) organizations in which only a minority of the active members were students enrolled in the school.

As to the first group the following form properly filled out was required:

"It being impossible for members of the ..... Fraternity (Sorority) as individuals to resign from the National organization to which we belong, and wishing to comply with the rul-

ing of the Board of Education in so far as it lies in our power, the ..... Chapter of the..... Fraternity (Sorority) hereby signifies its intention to surrender its charter and thus become inactive on the 24th day of November, 1908. To show its good faith in this matter the local chapter agrees to initiate no more members after the date of this letter; and to hold no more meetings as a local chapter or as an organization after November 24, 1908. Enclosed in this letter we send you a copy of the letter surrendering our charter which we have mailed to .....

In view of this action on the part of the ..... chapter of the Fraternity (Sorority), we the undersigned members respectfully ask that we be restored to full standing in the Berkeley High School, the same to date from the time when we show you our notification of the acceptance of the surrender of our charter by the National organization.

Signed ....., President of ..... Chapter.
Signed ....., Secretary of ..... Chapter.
Signed (The following comprise the entire list of members now attending the Berkeley High School and who herewith subscribe to the foregoing proposal.)"

Members belonging to organizations falling in the second group were permitted to sign the following form:

"Inasmuch as we the undersigned members of ..... chapter of ..... Fraternity (Sorority) are a minority of the active membership of said organization and therefore cannot secure the surrender of our charter; and wishing to comply with the ruling of the Board of Education in so far as it lies in our power, we hereby agree to withdraw completely from all connection with the above organization. We furthermore agree not to affiliate with any other chapter of this or of any other secret organization during our enrollment in the local school. This withdrawal is to take effect November 24, 1908.

We herewith enclose a copy of the notification of this action which we have filed with ....., Secretary of the Fraternity (Sorority).

In view of this action on our part we respectfully ask that we be restored to full standing in the Berkeley High School.

(Signed by entire membership enrolled in the school.)"

In addition to these groups it was found that some of the individual students were members of organizations in other parts of the country, having joined such before coming to Berkeley. Such students were required to write a letter of withdrawal to their home chapter and sign the same general agreement as for the two groups already mentioned.

On the evening of the 24th of November there appeared before the Board several attorneys together with a delegation of parents and citizens protesting against the action of the Board. The Board's

ruling was attacked not on legal grounds but rather on grounds of expediency. The contention was made that the method adopted was unusual, and too drastic and that a period of four years should be granted during which time the parents would take the matter in hand and seek to prevent the acquisition of new members. The delegation asked for an extension of two weeks to formulate some alternative plan. The Board granted the extension asked for in order that those students who had been unwisely advised might have time to reconsider. It instructed Mr. James, the principal, to make the following announcement to the students of the school:

"Upon the request of several parents, the Board of Education passed the motion at its regular meeting last night, that the time when the recent ruling concerning secret organizations should go into effect, be changed from November 24th to December 8th. The Board has taken this action in order to give opportunity for those students who have not withdrawn from such organizations, to reconsider their action. There will be no further concession on the part of the Board in this matter."

The protest against the Board's action brought the question to the attention of the citizens generally with the result that resolutions commending the Board for its action and similar to the following were passed by twelve Mother's Clubs of the city and by some five Improvement Clubs:

"Whereas, The School Board of the Town of Berkeley have placed themselves on record, both individually and collectively, as being opposed to there being any Fraternities represented in the High School of this Town, and

Whereas, It appears that said fraternities are detrimental to the best interests of the School and the Scholars, and

Whereas, We are of opinion that our Superintendent of Schools and the members of our School Board have given the matter very careful attention and their decision should be final, therefore,

Be it Resolved, That this organization hereby endorses the stand taken by the Superintendent of Schools of the Town of Berkeley and pledges itself to do all in its power to assist him in the task he has undertaken in eliminating the frats from the Berkeley High School,

Resolved, That a copy of these resolutions be sent to the Superintendent of Schools and also to the Board of School Directors."

On December 8th the Board restored to full standing the members of seven fraternities and of six sororities, these having taken the action required. In consequence there is now in the three remaining organizations less than one-half of one per cent of the school's enrollment.

Inasmuch as the Board has not forbidden the existence of secret organizations and inasmuch as the members were given free choice, there will be no further action taken against these now remaining. The Board, however, deemed it wise to see to it that no new members are taken in to such organizations as remain and to that end it passed the resolutions which follow:

1. That any student who violates either the spirit or the letter of the agreement voluntarily entered into whereby said student is restored to full standing; or any student who violates any other agreement entered into with the Board of Education shall be dismissed from the public schools of this city.

2. That the principal of the high school be requested, hereafter, to require all graduates who apply for a recommendation to the university to file with him an affidavit stating that said applicant has complied with both the spirit and the letter of the rulings of the Board of Education with respect to secret organizations.

3. That after date all applicants for admission to the Berkeley High School shall be required to sign the following agreement which shall, in addition, be countersigned by the parent or guardian of said applicant for admission:

Berkeley, Cal., ..., 190.....

"I hereby state that I am not a member of any secret organization whatsoever and I promise as one of the conditions of enrollment in the Berkeley High School that during my continuance as a pupil of said school, that I will not become a member of, or in any way affiliate with, any secret organization which may exist either within or without said school.

Signed .....
Address.....

I hereby state that I am informed of the rulings of the Board of Education relative to secret organizations and that I believe the above pledge will be kept in good faith.

Signed .....,
Parent or Guardian."

The students of the school have accepted the action of the Board with commendable spirit and it is believed that we shall have no further trouble with this most perplexing and annoying question.

It should be stated here that the credit for the satisfactory results of this movement is due, first, to Mr. P. W. Kauffman, Superintendent of the Schools of Pomona, Cal., who gave the suggestion which is expressed in the Board's original resolution; and, second, to the firmness of a Board of Education which thinks out carefully a course of action and then holds unswervingly thereto.

FRANK F. BUNKER,
Superintendent of Schools, Berkeley, Cal.

* * *

I hold in my memory bits of poetry learned in childhood, which have stood me in good stead through life in the struggle to keep true to just ideals of love and duty.—*President Eliot.*

From a California School Teacher.

The following verses were written by a California school teacher, and are printed here so that they may reach as many of those to whom they were written as possible.

FORWARD

To the teachers of California.

Forge on; forget despair! defeat!
  Ye know that yet remain unsung
  The greatest songs of human tongue;
    And nobler thoughts remain unsaid
    Than echo from the sages dead!
Look out! behold a world replete
And realize that life is sweet.

For in your hands are brands of light:
  I see ye go forth in the dark
  To light the world with wisdom's spark.
    Ye eager go, nor walk, but run,
    Though fall ye must with work not done;
But other hands throughout the night
Will keep your torches burning bright.

Run on! run on! oh win the race!
  For worlds unborn depend on you—
  On whether ye be false or true.
    Ye lead! ye win! ye know it not!
    All else save running is forgot.
Forge on! ahead! while yet there's grace
Who would give up, fall out, retrace?

Your sure reward a bondman's wage,
  And carping criticism's gnash,
  Excoriation's fearful lash
    And selfless life full fraught with woe:
    How can this hurt ye when ye know
That ye mark down on History's page
The progress of your day and age?

—I. H. Sefton.

* * *

Dr. C. C. Van Liew has written a strong article on industrial education for Superintendent Hyatt's biennal report.

Various Teachers' Meetings

A Personal Review by HARR WAGNER.

The Northern California Teachers' Association.

The meeting of the Northern California Teachers' Association was held in Marysville this year. President Freeman arranged a splendid program, and secured a list of notable speakers, including J. H. Ackerman, Superintendent of Public Instruction of Oregon, City Superintendent Frank Rigler of Portland, Oregon, Edward Hyatt, Superintendent of Public Instruction, Mark Keppel of Los Angeles, H. A. Adrian, State Supt. Nelson of Utah, and others. The sessions were well attended, and the meeting a pronounced success.

The following officers were elected for the ensuing year: President, William Mackay of Chico; Vice-President, George W. Moore of Colusa; Recording Secretary, Lulu E. White of Redding; Corresponding Secretary, Delia D. Fish of Red Bluff; Treasurer, J. D. Sweeny of Red Bluff.

The following excellent resolution should be read by every school trustee:

Resolved, That the members of this association do all in their power to create a sentiment for better school buildings and grounds, and better care of same.

The Southern California Teachers' Association.

The meeting of the Southern California Teachers' Association was held in conjunction with the institutes of Los Angeles, Ventura and San Diego counties, December 21st to 25th, inclusive. Duncan MacKinnon, the President of the Association, arranged a most excellent program. The special features were departmental rather than section work. Short daily sessions with few speakers, and a Nordica concert. The following is a list of the speakers: Dr. G. Stanley Hall, President of Clark University, Worcester, Mass., Rev. Chas. R. Brown, Pastor First Baptist Church, Oakland, Cal., Benjamin Ide Wheeler, President University of California, Berkeley, Cal., Dr. E. P. Cubberley, Head of Department of Education, Stanford University, Mr. Ng Poon Chew, Journalist, Editor Chung Sai Fat Po, San Francisco, Dr. Alexis F. Lange, Head Department of Education, University of California, Dr. R. G. Boone, Lecturer, New York, Professor Chauncey Wetmore Wells, University of California, Rev. W. B. Hinson, Pastor First Baptists Church, San Diego, Cal., Joseph Scott, President Board of Education, Los Angeles, Cal., Edward Hyatt, State Superintendent Public Instruction, Sacramento.

President MacKinnon was an excellent presiding officer. He has a powerful voice, a magnetic personality, and a sane sense of the fitness of things. Much of the success of a meeting depends on the presiding officer and President MacKinnon is a fine illustration of the statement. Nearly four thousand teachers attended the Nordica concerts. After the service of song President MacKinnon asked Nordica if she had a message for the teachers, and she said: "Tell the teachers of Southern California that I enjoyed the afternoon just as much as the most appreciative individual in this beautiful theatre. Tell them that in my judgment they are doing the greatest and most important work in the world, and I sincerely trust and believe that the day is fast approaching when the enlightened public opinion of America will see to it that they receive a renumeration in some degree commerative with their services to the State and the nation."

None of the sessions were over two hours in length. The reception at the Alexandria Hotel was a notable affair. The halls were beautifully decorated, and great cordially and good cheer were everywhere in evidence.

The local committee deservs special commendation for the excellent arrangements, particularly in securing low hotel rates, the Angelus making rates as low as 75 cents per day. Dr. E. C. Moore was elected president for 1909, and Wayne P. Smith secretary.

The California Teachers' Association.

The forty-second annual meeting of the California Teachers' Association was held at San Jose December 26th to 31st. The Council of Education, E. Morris Cox of San Rafael, chairman, held an interesting session on Monday. The topics discussed were Needed School Legislation, Mark Keppel. Report of the Committee on Course of Study for two and six year High Schools. Frank B. Wooten, chairman of the committee and harmonizing the content of High Schools studies by Frank F. Bunker.

The opening session of the California Teachers' Association was held in the Auditorium on Market and San Antonio streets. The vast Auditorium was filled with teachers. There were several speeches of welcome, and a response and the president's annual message.

President Moore outlined the work of the Association and spoke of its great power and influence in controlling votes on questions of legislation, and advocated the election of a permanent secretary, and the publication of an official Journal. Dr. G. Stanley Hall spoke on the problems of Moral Education. Dr.

Hall was received with great applause and spoke with considerable force. The Auditorium, however, was cold, and the teachers restless. The next day the Local Committee had the hall heated, and there was more comfort for both the speaker and the audience. Dr. Hall's discussions were intensive. He has lost none of the charm of personality, and the enjoyment of statements a bit sensational and risque. He has vigor, humor, strength, personality, truth, anecdote, philosophy, oratory psychology, Christian science, Emanuelism, pedagogy, methods of teaching, and a boyish enthusiasm in the eternal quest for truth. Dr. G. Stanley Hall is worth the price of admission to any Association.

Other notable addresses were made by Leroy Anderson, Judge Melvin, Ng Poon Chew, Dr. Jordan, Geo. L. Leslie and Edward Hyatt. Judge Melvin's address on "The Use of the Anecdote" was not as brilliant, as witty nor as clever as expected. The anecdotes were well told yet the majority of them have had too much previous publicity for the repetition to be encouraged, and yet not old enough to sparkle with age. Even Poon Chew did not hold the audience spellbound with his wonderful brogue, dragon spread eagleism, and patriotism for two great nations. Perhaps the hall did not give the audience an opportunity to get the resonance of his voice, and the keen, quick interpretation of his point of view. The other speaker whose keen, incisive voice, clear, sharp simple English, caught and held his audience, was Edward Hyatt. Fifteen years ago Superintendent Hyatt and the writer were planting trees in San Diego County, and trying to get the State of California to establish an Arbor Day. Today Mr. Hyatt's vital issue is preserving, and renewing the forests of the United States. His point of view has grown from the school grounds of San Jacinto to the playgrounds of the nation. And in his quiet, modest way he will be as effective as if with big stick and a loud voice he proclaimed himself a reformer. Mr. Leslie spoke eloquently of Health and Development work in the Schools. Dr. Jordan spoke on the human harvest, and Prof. Anderson gave a clear explanation of the needs of and practical value of agriculture in the public schools.

F. W. Prince of the Santa Fe Railroad gave an evening lecture which was attended by over two thousand teachers on the beauties of "An Alaska Trip." Mr. Prince had beautiful views and his accurate and carefully worded description, told in a magnetic way, proved to be one of the most enjoyable features of the institute.

There were a number of fine programs in the section work. The Elementary Section, A. C. Barker chairman, furnished a fine program.

D. R. Jones, Alison Ware, Leroy Armstrong, Percy Davidson, Frank Bunker and others had excellent discussions on elementary subjects.

The most elaborate program was prepared by R. D. Hunt, Chairman of the High School Section.

Calthea Vivian had a most practical and interesting program in the Manual Training and Drawing Teachers' Section. It covered every phase of the work.

The Music Section was under the leadership of Ida M. Fisher.

Henry Meade Bland held a notable meeting of the Short Story Club. At least one thousand members were present to hear Joaquin Miller speak on "Lessons Not Found in Books." Lawrence E. Chenoweth of Sacramento is a leading spirit in the Short Story Club, and has been active in making the club a success.

The County Board Section held several lively sessions. In fact, wherever Mark Keppel is, life, animation, discussion and cross fire is on hand. P. M. Fisher of Oakland gave a keen, critical statement of County Boards of Education, their uses and abuses. On the last page of the program was perhaps the most important section of all; the Farmers' Institute, with W. T. Clarke of the University of California as president.

The formal program is not all of the association. In fact, the social events, the side-shows, the elbow speeches—the business meetings, the plans and schemes of self-seeking individuals make up the larger part of the life of the meetings. This was preeminently true of the San Jose meeting.

The big reception on Monday evening in the Auditorium was not as enjoyable as expected. The hall was cold. The opportunity to have chats with friends, to secure refreshments, or to listen to the music was very limited.

The most successful of all the social events was the banquet at the Hotel Vendome in which over two hundred and fifty women were present. Agnes Howe presided as toastmaster. Wit, cleverness and good cheer prevailed. The banquet began at 9:30 and lasted until 12:30 o'clock.

The informal dances at the Hotel Vendome were a special feature, and Mr. H. W. Lake, the manager of the hotel, did everything possible to make the guests of the hotel enjoy themselves.

The election of officers was held under the Australian ballot system. The name of P. M. Fisher was omitted from the ballot and the secretary was required to print new ones. Mrs. M. M. FitzGerald, Principal of the John Sweet School, San Francisco, nominated Miss Agnes Howe for the presidency. Miss Howe declined, and in turn nominated E. Morris Cox of San Rafael. There were no other nominations and the secretary was instructed

to cast the ballot for Superintendent Cox. There were a number of good names presented for directors; Dr. C. C. Van Liew withdrew his name. The ballots resulted in the election of Prof. A. F. Lange and F. F. Bunker.

The program provided for miscellaneous business at the close of Dr. Jordan's address Thursday afternoon. The report of the Legislative Committee, and of the Committee on resolutions were read earlier in the afternoon. It was the desire of the president, and the majority of the teachers present to adopt the reports without reading. Hugh J. Baldwin of San Diego objected. This resulted in many motions, substitutes, amendments, agressive arguments, charges, and countercharges, in which President Moore, Secretary Will C. Wood, Mark Keppel, A. Roncovieri, J. W. Ferguson, and others took part.

There were less than fifty members of the three thousand members of the Association voting. The questions were on vital school problems. When Hugh Baldwin as a member asked that the number voting be recorded. The secretary, Will C. Wood, refused. When the editor of this *Journal* in the interests of harmony made a suggestion, Alex Sheriffs of the local committee made remarks that were certainly not in harmony with any decent standard of professional ethics. Each member of the Association was there as his guest, and his invitation read: "Come and be happy."

F. F. Bunker, as chairman of the Committee on Resolutions, read a fine declaration of principles which were unanimously adopted, with but one slight change. The Board of Directors of the Association elected L. C. Armstrong, principal of the Mastick School, Alameda, permanent secretary at a salary of $200 per month, and authorized the publication of an official organ of the California Teachers' Association, with Mr. Armstrong as editor.

The 1908 meeting was the largest meeting ever held with the exception of the Berkeley meeting, held under the direction of James A. Barr in 1905. In closing this review we must reaffirm that the editorials which appeared in this *Journal* from time to time, written by Dr. C. C. Van Liew, E. C. Moore, Ellwood P. Cubberley and others should be read again by the active members of the California Teachers' Association.

* * *

Hon. John Swett and Hon. James Denman, two of California's finest products in the way of men, attended the closing exercises of the John Swett School and gave out the medals. Mrs. FitzGerald, the principal, made the occasion a notable one for pupils, teachers and visitors.

Forty-Seventh Annual Convention of the N. E. A.

WINONA, MINNESOTA.

The Executive Committee of the National Education Association are pleased to announce that the next annual convention will be held in Denver, Colorado, July 5th to 9th, 1909.

There is abundant promise that the Denver Convention will be as satisfactory in its programs as the Cleveland meeting, with a much larger attendance from all parts of the United States. Following the Convention, the railroads of Colorado will grant special excursion rates of one fare for the round trip to all points in Colorado and adjoining States. The extensive development of mountain vacation resorts in Colorado will afford members an opportunity to spend their vacation amid the most delightful surroundings at very reasonable cost. The presidents of the twenty-one departments of the Association will meet in Chicago January 1st and 2nd, 1909, for conference and for outlining the various programs.

THE DEPARTMENT OF SUPERINTENDENCE.

Owing to the destruction by fire of the leading hotels of Oklahoma City, in accordance with previous announcement, the next meeting of the Department of Superintendence will be held in Chicago February 23rd to 25th, 1909. The Auditorium Hotel will be the headquarters. The railway rates for this meeting will be one and one-half fare on the certificate plan from all territory east and south of Chicago and St. Louis, and there is a fair prospect that a similar rate will be granted from the territory of the Western Passenger Association. In any case, the rate will not be more than 2 cents per mile each way, which is the same as the one and one-third fare on the certificate plan which was formerly granted for this meeting on the basis of 3 cents per mile.

It is expected that the Chicago meeting of the Department of Superintendence will be the largest in the history of the Department.

A special Bulletin containing a preliminary program will be issued about January 15th.

For the Executive Committee,

IRWIN SHEPARD,
Secretary.

* * *

Los Angeles along the line of development will vote $480,000.00 for high school purposes, and $240,000.00 for grammar schools in bonds.

The School of Agriculture.

From the university farm at Davis, Cal., comes a short prospectus of the School of Agriculture of the State for which registration and examinations began on January 5th. The university farm is a tract of 780 acres of land in Yolo County about thirteen miles west of Sacramento, which was purchased two years ago by the State for the University of California to be used by its college of agriculture. Forty acres are devoted to experiments in cereals. Thirty acres is in charge of the United States department of agriculture for experiments in irrigation, twenty acres are in orchard and vineyard, eighty acres are in alfalfa for stock feed and the remainder is in grain and hay, but being turned over to experiment as the years pass. The buildings completed include one dormitory, a creamery, stock pavilion and meeting place, water tower, seed house, dairy barn, work shop and two cottages, one for the general superintendent and the other for the creamery superintendent. The buildings in contemplation are three more dormitories, a dining room and kitchen, administration building and library, general laboratories for animal husbandry, household arts, rural engineering, horticulture and entomology and the green houses, beside stables for stock to replace the ranch barns now being used.

Four short courses in agriculture have been mapped out. A dairy course, a poultry course, irrigation and general agriculture course in horticulture and viticulture and a course in animal industry. These short courses have been completed or are in progress. The regular courses begin next month.

For the first year meals will not be provided on the farms, but can be obtained in the town adjoining, and young lady students will not be admitted during the first year, but there will be room and instruction for them when the other dormitories are built and the laboratory of household arts is completed. The "Varsity eight" is an eight-mule team with which the students are permitted to exercise.

* * *

Cooper Medical College, established in San Francisco many years ago and an institution which has furnished California with many physicians, is now a part of Stanford University. The consolidation, which was undertaken by the trustees last semester, has been accomplished, according to an announcement made by the university authorities. Many physicians on the college staff now become professors of the university and the registration is increased by about 500 undergraduates.

School Trustees.

The law requires that this *Journal* be filed with the teacher before the end of each month. Trustees will find much to interest them in "Little Talks" by Superintendent Hyatt.

In many parts of the State it is now the season to plant trees and shrubbery in the school grounds. The beautifying and sanitation of the school grounds is one of the most important duties of the school trustee.

F. S. Allen of Pasadena is making a speciality of school house plans. Trustees in building school houses should get the very best plans possible. Mr. Allen has accomplished some wonderful work in the building of new school houses.

The school trustees of rural schools are learning to buy only the materials, apparatus, etc., that are needed. It is a good rule to buy only what you need, not what the agent wants to sell.

Miss Annie Loucks of Contra Costa County has taught thirty-one years in the same school. What a wonderful record! What a credit to the citizenship of the community that will sustain a good teacher that many years.

The tendency of education is to train the boy back to the farm. President Roosevelt has sent to the coast a Committee on Country Life. President Wheeler of the University of California is interested in the great agricultural farm in Yolo County. Teachers and others everywhere are insisting on agricultural education in the schools.

If trustees will write to the Department of Agriculture, Washington, D. C., they can secure on request Dick J. Crosby's "Progress in Agricultural Education, 1907." This is a very important document and its suggestions for school and farm are very valuable.

Nature Study and Elementary Agriculture in California Schools by C. A. Stebbins of the Chico State Normal School is the most complete and satisfying work of its kind. Teachers and Boards of Education should secure a copy at once. Write for copy to C. A. Stebbins, Chico, Cal.

* * *

University Farm.

SHORT COURSES IN AGRICULTURE.

DAVIS, CALIFORNIA,

A new circular has been issued by the University of California calling attention again to the instruction in practical agriculture to be given on the University Farm at Davis. It is

illustrated with twenty photographs showing the different buildings and operations upon the farm. The livestock interests are well provided for in the way of barns, alfalfa and irrigation for other forage crops. Experimental plots in cereals, sugar beets and legumes show marked progress in these lines. Horticulture and Viticulture are not lacking in attention, either in area assigned or in plantings and machinery. The illustrations show completed buildings for dairy, livestock judging, water and sewer system, while the most interesting of all is the frame work of the big dairy barn. The photograph shows the barn just previous to the time of shingling and sheathing. At the present writing the barn is finished and ready for the herd. The fifty-room dormitory is shown partly constructed, and is proof of the interest the university is taking in the provision of comfortable quarters for the young people who will go there for instruction. The School of Agriculture for boys is described in detail. Send to the University Farm, Davis, for a copy of Circular No. 39.

* * *

Country Life.

AS SEEN BY AN INDIANA FARMHAND.

An Indiana farmhand has written a letter to President Roosevelt about the work which the Country Life Commission is carrying on. The President has turned the letter over to the Country Life Commission and the Commission has asked the farmhand to write some more.

"I have been a farmhand just long enough," says the President's correspondent, "to learn the cause of so many sons and daughters and well-meaning, reliable farmhands leaving the beautiful farm and country and going to the city. A lack of order and system on the farm and too long hours for a day is what is driving the best minds from the farm to the city and shop. What can we expect of a hand, or the farmer's wife and her posterity, in the way of intellectual development when they get out of their beds at 3:30 in the morning and work from that time until 8 or 9 p. m.? And no attention paid to the sanitary conditions of the home, and necessary conveniences on the farm for doing the farm work with the least labor and time."

This man has given the Country Life Commission some very interesting first-hand information about rural conditions and recommendations based on a long experience in farm work and farm life. He has worked for all kinds of farmers, good and bad, he says, and he has always had his eyes open to detect the causes

of their success or failure. He has drawn his own conclusions and sets them forth in downright, straightforward fashion. Education pays in farming, he says. The farmer who plans out his work and carries it through in a systematic, business-like manner, just as the city man does, will be able to shorten the hours of labor.

"Give me the educated farmer as a boss and the educated farmhand as a hand. When I come in contact with a hand or farmer that studies his business I find him advancing, and it is a pleasure to work for such men.

"The majority of the farmers are eight-hour men, that is, eight hours in the forenoon and eight in the afternoon. Eight or ten hours on the farm cannot well be adopted in all cases, but it need not be from fourteen to sixteen hours. If the family arise every morning at 5 o'clock and the wife and daughters attend to the household duties, and the farmhands and sons attend to the chores and go to the field at 7 o'clock and work until 11 or 11:30 and go to the field agains at 1 and keep at it until 6 o'clock, and go to the house and eat the supper and then do the evening chores, they have done a farm day's work. Regular hours for work, and regular hours for meals, and regular hours for sleep, and regular hours for rest and recreation, with plenty of standard papers and books, including the best agricultural papers and books, and a full faith in God, and good grub is wanted.

"Coming to the meals at the meal hour makes it easy on the wife, so she can arrange her household duties in order, as can also the husband his farm work.

"If the farmer wants to keep his sons and daughters on the farm he must not lengthen the hours for a day's work at both ends. Limit the hours of work on the farm to twelve or thirteen, with pay for overtime, and freedom to the hired man on Sunday."

* * *

Among the bills of special interest to teachers is one to establish a Normal Industrial Training School at Santa Barbara and a State Polytechnic School in San Francisco.

* * *

There should be active efforts made to increase the salaries of County Superintendents of Schools. It is unwise on the part of the State that the sheriffs of the various counties should received double the salaries of Superintendents, San Diego County pays $25000, Fresno $2500; other counties as low as $1200. All the salaries of County Superintendents should be materially increased.

Blind Alleys in Our Schools.

(Extract) Dr. C. C. Van Liew.

What an abundance of evidence we have, when we come to think of it, that the later grades of the elementary school have become a sort of eddy in the child's life in which he finds himself aimlessly drifting. There have been eight years of frequent recurrence of the same materials of instruction, much of it of a purely formal nature. There have been eight years of a getting ready, and as yet no very intimate touch with any very practical or vital issue; while in the meantime the thoroughfares of life have grown more and more attractive to the boys and girls in the blind alleys. Is it any wonder that many of them make their escape, sometimes long before the close of the eight years, either prematurely to essay some part on the great highway of human activity or to become its wayside idlers? They are more or less unconsciously actuated by the feeling that what they are doing leads nowhere. For a great many of them the feeling is true to the situation. If they expect to continue their education, as in the high school or university, as most of them do not, they continue until they have completed the grades because they have a definite goal before them. It is no counter argument to say that force of circumstances, the need of becoming self-supporting, takes them all out, for we know too many cases in which this is not true. Moreover, on every hand there are coming to us the just protests against enlarging our army of unfit laborers. The call for industrial intelligence is heard in the land with no uncertain note. Exactly the same thing can be said of many who attend the secondary schools. About two-thirds of the children who enter the elementary grades fail to complete them; of these but a little over one-half enter the high school, and of these less than one-third graduate. The rest have been caught in that same blind alley, because what they are asked to do there is giving them no such outlook upon the business of living, of one day becoming identified with such human interests as they are fitted for. Only the professional schools and universities are able to avoid this blind alley crisis in the lives of the students, the former because they have one definite practical outcome in view, the latter because they have many practical avenues of development.

* * *

Superintendent J. A. Whiteford, *St. Joseph, Mo.:* Every dollar spent in making the school more attractive and teaching more efficient is doubly repaid in the life and well being of the community.

Western School News

Meetings.

The California Teachers' Association will meet at San Jose December, 1909. E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo.; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

Fred T. Moore, City Superintendent of Alameda, has resigned to accept a position with the American Book Co. Will C. Wood has been appointed as his successor.

President Schurman of Cornell University has been visiting the Pacific Coast.

Alice Park of Palo Alto will send a beautiful calendar on Humane Education to teachers on request.

A. M. Cleghorn, formerly of the staff of assistants in Superintendent Hyatt's office, has been elected to the chair of English in the State Agricultural College.

Dr. F. B. Dresslar, formerly of the University of California, has become established in his new field as head of the Department of Education in the University of Alabama.

President Morris E. Dailey and nearly all of the teachers of the State Normal School at San Jose will travel in Europe during the July and August vacation.

President Samuel T. Black of the San Diego Normal School has announced that there will be a summer session for teachers. Special terms will be made for accommodation at Coronado Tent City and other places. The faculty of the Normal School is enthusiastic. The buildings are new and the finest in the State. Agazziz has said that San Diego is the finest climate in the world. The Summer Session of the Normal School should be a great success.

Dr. Ernest B. Hoag of Pasadena, and Prof. Geo. L. Leslie of Los Angeles are conducting a publicity movement in the interests of the better teaching of hygiene in the public schools.

The Los Angeles State Normal School Graduated thirty-six pupils in December. President Millspaugh, who is still confined to his apartments by serious illness, prepared a most excellent address which was read by Miss Alice Osden.

Miss Ednah Rich has established and made successful the Normal Training School at Santa Barbara. Teachers interested should write to Miss Ednah Rich, Santa Barbara, for particulars.

Principal W. H. Housh was giving a rousing welcome on his return from Europe by the faculty and pupils of the Los Angeles High School.

Dr. James A. B. Scherer, President of Throop Polytechnic University has inaugurated a campaign for a larger institution.

The principals of the Los Angeles Schools presented Sup. E. C. Moore with a gold watch at the close of the City Institute.

A School Masters' Club has been organized in Northern California with Dr. C. C. Van Liew as President, and J. D. Sweeney of Red Bluff as Vice-President.

J. H. Francis, principal of the Los Angeles Polytechnic School has taken a leave of absence, and will study technical schools of the East and Europe.

There is a vigorous organized effort to secure a State Normal School for the San Joaquin Valley located at Fresno, Cal.

The Los Angeles Grand Jury has commended the work, including the handling of the school funds by Dr. E. C. Moore and the city of Board of Education.

Out of forty-two applicants only one secured a certificate from the County Board of Education of Los Angeles County at the December examination.

Directory of Business and Professional Men

The business and professional cards represented here are thoroughly reliable. The Official Journal prints no advertisements of doubtful concerns.

BOOK STORES.

CHARLES E. COX, 757 Golden Gate Ave., San Francisco, Cal. Dealer in BOOKS, old and new, bought, sold and exchanged. Exchange library maintained. Write or call.

KODAKS.

KODAK AND PHOTO SUPPLIES. The Marsh-Girvin Co., 712 Market St., Telephone Douglas 1591, San Francisco, Cal.

DENTISTS.

DR. CHARLES W. DECKER, Surgeon Dentist, 1316 Sutter street, above Van Ness avenue. Newman & Levinson Annex, Rooms 3, 4, 5, 8 and 9. Telephone Frankling 1986, San Francisco, Cal.

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The Western Journal of Education

Vol. XIV FEBRUARY, 1909 No. 2

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Little Talks by the Way

Legislature Again

The Legislature is at the State Capitol again. This means strenuous times for all of us in the Superintendent's office. Frenzied individuals in their best suits of clothes chase up and down the halls and corridors at all hours of the day and night. Porters, messengers, stenographers, pages, doorkeepers fall over each other as they rush in and out of offices and elevators. Lean and hungry lawyers prowl about. Fat local bosses waddle round, portentous and impressive in silk hats. Scores of hobby riders prance up and down on their favorite steeds, hunting for any one who will listen to their tales of woe. Fevered enthusiasts hold you with their glittering eye while they unfold the one and only scheme that will solve all difficulties and that will only need a small appropriation to start it. Distressed legislators dodge about, with place hunters, lobbyists and cranks waylaying them, hanging to their coat tails, reaching for their buttonholes. 'Tis a pestive season! One of bustle, excitement, recklessness, late hours, bad air, stale cigar-smoke, plots and counter plots, wars and rumors of wars.

School People in Legislature

Senator Cartright of Fresno, one of the brightest and most eloquent men in the Senate, was a teacher until just a few years ago. Senator Caminetti's wife is a graduate of the San Jose Normal and was a teacher in Amador County. Assemblyman Wyllie of Tulare was a teacher nearly all his life and is now a school trustee. Assemblyman Polsley is now a school trustee of Tehama County. Assemblyman Sackett was for a dozen years County Superintendent of Ventura County. The wife of Assemblyman McManus is a teacher in the schools of San Francisco. Young, until lately a teacher in the Lowell High School, is one of the keenest members of Assembly. Senator Trowbridge is a trustee in Los Angeles County; and so is Assemblyman Coggswell. Assemblyman Johnson has been a teacher for years in Mendocino County. Senator Estudillo's wife was a Los Angeles teacher. Senator Black of Santa Clara County has been a teacher. Doubtless there are a hundred other similar cases. These are the few that I happen to know.

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Write For Them

If any teacher in the State wants sample Bills, Acts, Resolutions or other legislative papers, to use with History Classes or in teaching Civil Government, now is the time to get them. Write to my office for them during the session and you shall have everything available. Bills you can have in quantity, so that each member of the school or class may have a copy or copies.

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Visiting the Capitol

If any class or any school would like to come to the Capitol and see the Legislature in action, now is the time. Our offices are next door to the Senate gallery, and we can look down upon the laboring Solons at any time by taking a few steps. The Assembly is not far away. A school might come with their teacher, bring their lunch, and spend the day at the Capitol. They could use our office for a headquarters, wash their faces, get their drinks, eat their lunch, leave their wraps there; and see the whole building, go up to the dome, visit the offices, meet the Governor, watch the Legislature during

the day. It would be quite an experience for a bright lot of young people, wouldn't it? Better arrange it by telephone a day or two before hand, as the Legislature often adjourns for a day or two at a time.

* * *

Glenn County

Glenn County recognizes the value of the teacher as a citizen. The superior judge is William Finch, who was teacher and County Superintendent of Schools; and Mr. Wiley, one of the well known teachers of the county has just been elected to the Board of Supervisors. Who is it that says the teacher cuts no figure in civic life?

* * *

Slavery is Wrong

I have been astounded at the number of black looks and oblique remarks that have been bestowed upon me because of my paragraph some time ago about the proposed change in the make up of the State Board of Education. I thought I was putting it very carefully, judicially, impartially, too. And no one has said it was not exactly true. Dear brethern, you must let me say what I really think in this column, even if you think I think wrong. Otherwise it is slavery. And slavery is wrong.

* * *

Down in Alabama

As showing the way Agriculture is getting into our school system, witness the following questions from the State examination for teachers at Montgomery, Alabama, only two weeks ago:

1. Discuss our agricultural products and interest in (a) the Tennessee Valley, (b) the Black Belt, (c) the Wire-grass Section (the belt lying immediately south of the Black Belt).

2. Discuss briefly the relation of birds to agriculture and horticulture. Name the birds that you consider valuable aids to the farmer and to the fruit grower, and give reasons for naming these.

3. Explain the purposes of tillage. Tell how the character and frequency of tillage should be determined by the quality and condition of the soil.

4. Give suggestions for making the study of agriculture interesting and helpful to pupils.

5. What steps have been taken in Alabama to develop agricultural education? What good results ought the State to obtain from these?

6. In what ways may soils be improved? Explain fully. Name the principal plant foods.

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Our Normal Schools

A committee of our State Normal Schools has estimated the cost of the five normal schools in this State last year as $220,000. This they further estimate to amount to $329 per graduate sent out, the lowest cost per graduate in the United States for schools of the same rank. Thus, in Illinois it costs $1250 per graduate, in Washington $1000, in Michigan $411, in Massachusetts $673.

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At San Diego

President Black sends me notice of the Summer Normal School at San Diego for the coming summer, under the auspices of the San Diego State Normal School. This is a very delightful idea. San Diego has the most equable climate in the world. At Point Loma there are eyeless fish and the theosophical school of Madame Tingley. At Coronado and La Jolla are picturesque beach resorts. Mexico is close at hand. Any teacher wanting a fine vacation by the sea cannot do better than go to this summer session on the heights of San Diego.

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Character of the Legislature

It is a mistake and a bad thing for any one to speak sneeringly or slightingly of the Legislature as so many people do. It is composed for the most part of honest men who really want to do the right thing. They are gathered in from town and country, from mountain and valley, from far and near. The theory is that they represent all the people of the State, not merely the angels of the State. They do very fairly represent the people of the State, as any one would agree after watching them and talking with them for a while. Like the

people they represent, they make mistakes, are imposed upon, do foolish things and wrong things. But that is a necessary part of representative government. Remember this: A Legislature composed of teachers or Superintendents or of preachers or newspaper men would in all human probability do no whit better in any regard. The chances are it would do worse.

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Word of Advice

Here is one of the finest, strongest things I have ever seen in type. It is by the president of the Indiana University by way of advice to his students. It is equally applicable to your students and to you. Make it yours. Sometime it may be a handy pebble for your sling.

1. Fatigue attacks first the nerve-centers. Nerve fibres are unweariable; muscles long outlast the nerve cells. The latter show measurable signs of fatigue after a few seconds of hard work. They may readily be worked down to powerlessness.

2. If you wish to picture what is taking place in the nerve-cells while they are becoming fatigued, watch a roasting apple as it shrivels up. Hodge's experiments exhibit this process.

3. You sometimes work nearly all night. There comes a time when you seem to recover from fatigue. You feel yourself at your best. What is the cause? You are drunk. Fatigue has poisoned your blood and this has intoxicated you. You had better get drunk some other way. This is about the worst way.

4. Go on. You are young. You recover readily. Study as late as you please. Dissipate. When then? You find yourself in a state of chronic fatigue. You cannot accomplish anything. Perhaps you are oppressed with unreasonable gloom. Perhaps you are haunted with insistent ideas. Perhaps you feel weighted down, incapable of decisions or action. In other words you are a melancholiac. You are insane. You are in a state of chronic fatigue. What is a diploma worth to a man who has used himself up?

5. What shall one do?

a. *Eat.* Don't think it necessary to have books. It is not. Job had none. Homer had none. But you must eat. Don't eat bad food if you can help it. Protect your stomach from surprise parties when you can. Get up a club of people who are willing to

pay more now, and less for drugs hereafter. Then find the best cook you can.

b. *Sleep.* Sleep as long as you want to. Don't steal from sleep for study, or sleepiness will steal it back from study. The rested brain can remember better, can concentrate better. What is worth more, in the rested brain things shoot together,, and there is a new thing, a new idea, a discovery. Sleep regularly. The nervous system has its rhythm. Go to bed at a certain hour, rise at a certain hour for two weeks, and the nervous system adjusts itself to that rhythm. Violate that rhythm by sitting up several hours later, and you have upset yourself. If you are young and strong you can stand it—a while. But at last the fool-killer will find you out.

c. *Avoid drugs.* May be what you are using will not hurt you—coffee, tea, tobacco, cocoa, sleeping potions,—whatever drink or drug you take. May be the nerve tonic you take is good for you. But you should try to be sure whether it is or not. Maybe you do know and won't quit. Very well, then, the fool-killer is already at work.

d. You know that there are other and worse kinds of dissipation. You know whether any of them touches you. "Sowing wild oats" is the phrase. If it were only a phrase! Wild oats always get into the spinal cord and sprout. Presently you find with horror that you are all grown through.

e. *Exercise.* I am dissatisfied with our college athletics. Eleven men in the fall and nine men in the spring get exercise. It is not enough for the rest to hurrah at the twenty's game. Whose fault? Surely nobody's fault but your own. Go to the gymnasium. Or play tennis. Or saw wood.

f. Be cheerful if you can—if you can. For probably you are morbid and gloomy and blue, just because your nervous system is touched with chronic fatigue. But be cheerful if you can, for good cheer will help make you well. That is not poetry. It is a fact that your gloom or your cheer radiates out through your body, affects the circulation of the blood, affects the nutrition and upbuilding of tissues, makes you sweeter or sourer, and lo! presently your cheer is reaping a fine harvest of new and health-giving cheers, or your gloom is reaping a fine harvest of new miseries. So be cheerful if you can. Don't brood. Take a walk instead. Don't be too full of introspections and remorses. Go do something worth while instead. Don't worry over the destiny of man.

g. Finally, be wise if you can, be rich and be famous, win what prizes you can from money and knowledge and power and grace; but keep well while you are about it. If you are

tempted to let your nervous capital go to waste for sake of any advantage whatever, pray think yourself ten years older holding that prize but holding it in a nerveless hand.

"But then I must quit college." Well, quit. Go be a cowboy. The plains of Texas are better than a mad-house. An axe swung with strength and joy is better than a classic pen shaking in the hands of a paralytic.

"No, but I can't be a cowboy, nor chop, for I am a girl." Oh, indeed! Well, then, of course, all this does not apply. If you are a girl, nature will doubtless be gallant. Surely, if you are a girl, nature will not whip your face with wrinkles, nor shoot you through with misery, nor cover and crush you with glooms, nor poison the whole world for you by killing your power of joy. So have jolly times or get ready to teach, in either case without regard to expense.

I beseech you do not burn the candle at both ends. Don't let it burn too long a time at either end. I wish you felt that it is a disgrace to do so. Save the candle. You will not get another. If you dim the one you have, I know not where is the Promethean heat that can that light resume. Save the candle. Go to bed.

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* *

Curious Fact

Have you school teacher people ever observed the remarkable fact that California children are strikingly larger in body than their parents? Almost invariably so far as I have noticed, the boys are taller than their fathers, the girls than their mothers. The boys in the high schools and universities are tremendously big, strong fellows; and the young women are splendid specimens, tall and large.

I think it is because there is such a long growing season in California. Children can be out of doors, exercising, eating, growing, all the year round. Most California parents were raised in a sterner clime. They are more or less stunted in growth. But their children are not. They expand in the genial sunshine and flourish like Jonah's gourd. It is interesting to compare them with their parents when they get along in their teens. Abraham Lincoln was one of the tallest men of his time. He was six feet four. It is easy to find a good many California young men who have reached that stature.

Geography Material

The Board of Supervisors of Modoc County have just issued a hundred page illustrated booklet booming the county for the purpose of inducing immigration. It is a good thing for a geography teacher to use in giving an idea of the northeastern part of the State. I think anyone could get a copy gratis by writing to the County Clerk.

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More Material

The State Mining Bureau at the Ferry Building in San Francisco has some maps and literature concerning California that is useful to high schools and eighth grade classes, particularly to classes in physical geography. The material is distributed gratis by L. E. Aubury, the State Mineralogist, at the above address. He also has a few collections of California minerals which will be of rare value to the schools lucky enough to get in on the ground floor.

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* *

Highest Town in California

Bodie is the largest town of Mono County. It is also the highest town in the State, standing over 8,000 feet above the level of the sea. It is a mining town, with gold quartz

Bodie, the Highest Town in the State, With Its Deep Snows Partly Melted Off.

mines round about. The zebra striped appearance of the landscape in the remarkable picture here shown is caused by the partly melted winter snows. That is, the ridges are bare and the depressions between are still filled with snow.

* * *

A Little Lesson

A very bright woman who is interested in humane education has written a bitter-sweet letter excoriating me for the picture of a young woman with her first quail last month. She says: "It's bad enough for big people to murder a harmless bird, but it's worst of all for a State Superintendent to think the picture of it an ornament to Little Talks. You write talks that put life into the "Journal," that make us all sit up and take notice, and I know you meet criticism. This is one time you deserve it. I am sure you will pardon my frankness, as you speak out yourself and invite retort."

In reply—or by way of a counter irritant—I present another picture, more worthy of her steel. It shows the result of a day's goose hunting in the Sacramento Valley, and serves well for a talk with young people about humane education or about the "game hog" or about the wanton waste of our wild fowl which will leave none for the future. Observe that you see only half the geese, as they are tied in pairs and hung across the fence.

Geese Killed in One Day's Hunt in the Sacramento Valley in 1908.

Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

Apportionment of State School Fund to Elementary Schools.

(PRIMARY AND GRAMMAR)

OFFICE OF

Superintend Public Instruction,

STATE OF CALIFORNIA.

SACRAMENTO, January 11, 1909.

To the State Controller, County School Superintendtents, County Auditors, and County Treasurers:

GENTLEMEN: Having received a report from the State Controller (see next page) showing that there is in the State Treasury at this date three millions seven thousand eight hundred eighty-nine and twenty-nine one-hundredths ($3,007,889.29) dollars of State school money subject to apportionment, I have this day distributed this money to the several counties of the State as follows:

Counties.	Number of Teachers Allowed on Census.	Average Daily Attendance.	Total Amount Apportionment.
Alameda	726.00	24,710	$278,116 10
Alpine	3.00	37	894 67
Amador	58.36	1,291	19,637 81
Butte	129.17	3,155	44,628 55
Calaveras	68.62	1,427	22,734 57
Colusa	45.09	952	14,994 82
Contra Costa	114.00	3,588	42,529 08
Del Norte	19.00	380	6,235 80
El Dorado	62.77	1,003	19,614 23
Fresno	269.67	8,942	102,380 72
Glenn	39.68	792	13,020 63
Humboldt	167.00	4,529	59,458 39
Imperial	34.00	737	11,381 67
Inyo	27.00	471	8,591 61
Kern	106.00	2,535	36,411 85
Kings	50.59	1,619	18,977 79
Lake	44.25	787	14,139 67
Lassen	35.00	555	10,920 05
Los Angeles	1,262.80	47,646	501,995 86
Madera	43.07	833	14,024 53
Marin	89.25	2,388	31,649 58
Mariposa	27.32	404	8,409 64
Mendocino	154.31	2,756	49,353 46
Merced	77.85	1,742	26,273 72
Modoc	42.00	784	13,565 44
Mono	11.00	143	3,309 13

Counties.	Number of Teachers Allowed on Census.	Average Daily Attendance.	Total Amount Apportionment.
Monterey	125.17	2,670	41,732 20
Napa	77.43	2,055	27,392 55
Nevada	78.00	1,962	27,171 42
Orange	120.49	4,301	46,939 41
Placer	80.68	1,800	27,208 00
Plumas	29.00	425	8,911 75
Riverside	118.92	3,632	43,931 12
Sacramento	188.85	6,053	70,879 73
San Benito	49.96	873	15,903 43
San Bernardino	176.21	5,512	65,604 42
San Diego	212.87	5,503	74,734 23
San Francisco	1,255.00	31,595	437,286 45
San Joaquin	164.18	5,067	60,856 97
San Luis Obispo	126.00	2,740	42,213 40
San Mateo	93.18	2,550	33,265 50
Santa Barbara	113.17	2,876	39,537 66
Santa Clara	285.21	9,218	107,344 88
Santa Cruz	113.48	3,041	40,260 31
Shasta	131.00	2,134	41,093 94
Sierra	23.00	515	7,763 65
Siskiyou	111.00	1,939	35,331 49
Solano	101.15	2,663	35,699 83
Sonoma	222.44	5,911	78,722 01
Stanislaus	86.73	2,611	31,891 51
Sutter	40.00	862	13,370 42
Tehama	78.85	1,484	25,514 94
Trinity	27.00	313	7,973 83
Tulare	161.94	4,441	57,849 31
Tuolumne	54.00	1,317	18,649 47
Ventura	78.54	1,993	27,427 63
Yolo	69.25	1,775	24,252 75
Yuba	51.50	834	16,135 94
Totals	8,351.00	234,872	$3,006,099 52

Total number of teachers determined by census of school districts, as reported by the County Superintendents, June 30, 1908	8,351
Rate per teacher as provided by law	$250 00
Rate per pupil on average daily attendance	$3 91
Total average daily attendance as reported by County Superintendents in day and evening elementary schools (primary and grammar)	234,872
Amount of money apportioned on teacher basis	$2,087,750 00
Amount apportioned on average daily attendance basis	918,349 52
Balance unapportioned	1,789 77
Total amount of money subject to apportionment	$3,007,889 29

STATE HIGH (Secondary) SCHOOL FUND

Total number High (Secondary) Schools entitled to receive State aid June 30, 1908	177
Total average daily attendance reported June 30, 1908	24,143
Rate per school on one-third basis	$434 00
Rate per pupil on average daily attendance basis	$6 36
Amount apportioned on one-third basis	$76,818 00
Amount apportioned on attendance basis	$153,549 48
Total amount apportioned	$230,367 48
Balance unapportioned	$91 29

The second payment of taxes will be delinquent on the last Monday in April. The amount due the schools will be reported to this office immediately after the first Monday in July and apportioned very soon thereafter.

Very respectfully,

EDWARD HYATT,

Superintendent of Public Instruction.

Educational Bills Introduced into the Legislature.

By Job Wood, Jr.

Following is a list of the bills that have been introduced into the Legislature relating to education. Few of them have yet passed the stage of recommendation by the Committee on Education.

Senate Constitutional Amendment, No. 2. *Proposed by Senator Estudillo.*

A resolution to propose to the people of the State of California, an amendment to the constitution of the state, by amending Section Seven of Article Nine thereof, relating to boards of education and text-books, and providing for free text-books.

* * *

Senate Constitutional Amendment, No. 16. *Proposed by Senator Savage.*

A resolution to propose to the people of the State of California an amendment to Section 7 of Articles IX of the Constitution of the State of California, in relation to the minimum period for the use of text-books in the common schools throughout the state.

* * *

Senate Constitutional Amendment, No. 23. *Proposed by Senator Reily.*

An act to propose to the people of the State of California an amendment to the constitution of the State of California, amending Section 7, Article 9, of said constitution, relating to text-books to be used in the public schools. (Provides for free text-books.)

* * *

Senate Constitutional Amendment, No. 24. *Proposed by Senator Anthony.*

To propose to the people of the State of California, an amendment to Article IX, Section 6, of the constitution of the State of California, relative to the mode of selecting superintendents of schools. (*provided, further,* that in cities, and in cities and counties, having charters, the mode of selecting the superinendent of schools may be determined by the charters of said cities, or the charters of said cities and counties.)

Senate Bill, No. 10. *Introduced by Senator Caminetti.*

An act relating to high schools and providing for their support by the State of California.

* * *

Senate Bill, No. 33. *Introduced by Senator Wolfe.*

An act to establish the School of Trades of the State of California in the City and County of San Francisco, and providing for the selection, location, acquisition and purchase of a site or sites in the said City and County of San Francisco, for the erection, equipment and furnishing of a building or buildings, and for the improvement of the grounds thereof for the use and occupancy of said School of Trades, and making an appropriation therefor.

* * *

Senate Bill, No. 65. *Introduced by Senator Black.*

An act to add a new section to the Code of Civil Procedure, to be known as Section 280c, relating to the admission to practice, without examination, of persons who shall have satisfactorily completed the three years law course of the Department of Law of Leland Stanford Junior University. (Recommended for passage.)

* * *

Senate Bill, No. 69. *Introduced by Senator Cutten.*

An act to amend Section 1622 of the Political Code relating to state and county school moneys being used for the payment of teachers and superintendents of schools.

* * *

Senate Bill, No. 77. *Introduced by Senator Martinelli.*

An act to add a new section to the Political Code to be numbered 1840, relating to the levy and collection of special district school funds. (Boards of Trustees to report amount needed to supervisors who shall make levy.)

* * *

Senate Bill, No. 94. *Introduced by Senator Thompson.*

An act to amend Section 1576 of the Political Code, relating to the formation of school districts, providing for the addition of territory thereto and the taxation thereof.

Senate Bill, No. 160. *Introduced by Senator Black.*

An act to establish a Bird and Arbor Day. The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. March 7th of each year, being the anniversary of the birthday of Luther Burbank, is hereby set apart and designated bird and arbor day. (Recommended for passage.)

* * *

Senate Bill, No. 170. *Introduced by Senator Boynton.*

An act to amend Section 1670 of the Political Code of the State of California, relating to high schools, by changing the time for the election and organization of the boards of trustees of union high school districts. (Several amendments to this law are proposed in committee.)

* * *

Senate Bill, No. 197. *Introduced by Senator Estudillo.*

An act to provide for the union of two or more high school districts, the filing of a petition with the county superintendent of schools to submit the question of uniting union high school districts and calling for an election therefor, and the canvassing of the votes cast at said election.

* * *

Senate Bill, No. 237. *Introduced by Senator Wright.*

An act providing for the levy of a special tax for school purposes in incorporated cities and towns; and abolishing the holding of special elections therein as provided for in Sections 1830 to 1836 inclusive of the Political Code; providing for the collection of said tax, and adding certain sections to said Political Code to be known as Sections 1853, 1854 and 1855, relating to the revenues necessary to maintain grammar, primary and kindergarten schools in incorporated cities.

* * *

Senate Bill, No. 257. *Introduced by Senator Cartwright.*

An act establishing a State Normal School and Agricultural Institute at Fresno, County of Fresno, State of California, and making an appropriation for the construction of a building, and the maintenance of said school. (Recommended for passage.)

Senate Bill, No. 275. *Introduced by Senator Birdsall.*

An act to amend Section 1543 of the Political Code, so as to provide for suspended school districts. (Districts in place of lapsing may be suspended.)

* * *

Senate Bill, No. 277. *Introduced by Senator Birdsall.*

An act to amend Section 1876 of the Political Code of the State of California, referring to contracts by school trustees. (Allows trustees in small districts to repair school houses, furnish wood, etc.

* * *

Senate Bill, No. 292. *Introduced by Senator Wright.*

An act to amend Section 1665 of the Political Code relative to the course of study in public schools of the State of California. (Morals and manners made statutory studies.)

* * *

Senate Bill, No. 298. *Introduced by Senator Statson.*

An act to amend Section 353 of the Political Code, relating to ex-officio regents of the University of California.

* * *

Senate Bill, No. 299. *Introduced by Senator Stetson.*

An act to amend Section 1437 of the Political Code, relating to the appointment of ex-officio regents of the University of California.

* * *

Senate Bill, No. 353. *Introduced by Senator Miller.*

An act to amend Section 1521 of the Political Code of the State of California, relating to the duties of the state board of education.

* * *

Senate Bill, No. 354. *Introduced by Senator Miller.*

An act to amend Section 1775 of the Political Code of the State of California, relating to the duties of county boards of education. (Bills Nos. 353 and 354 are intended to do away with the extra year required of graduates of University of California and Stanford by state board before graduates can teach.

Senate Bill, No. 367. *Introduced by Senator Roseberry.*

An act to add a new section to the Political Code, to be known as Section 1839a, relating to school district tax. (Like 277.)

* * *

Senate Bill, No. 297. *Introduced by Senator Stetson.*

An act to amend Section 1425 of the Political Code, relating to the control of the University of California by Regents.

* * *

Senate Bill, No. 298. *Introduced by Senator Stetson.*

An act to amend Section 353 of the Political Code, relating to ex-officio regents of the University of California.

* * *

Senate Bill, No. 299. *Introduced by Senator Stetson.*

An act to amend Section 1427 of the Political Code relating to the appointment of ex-officio regents of the University of California.

* * *

In many instances bills introduced in the Senate are duplicated in the Assembly. This is done to hasten the passage of the bill. It is my plan to leave out Assembly bills that are duplicated in the Senate but some slip in as this requires much time to read and compare.

* * *

Assembly Bill, No. 51. *Introduced by Mr. Cogswell.*

An act authorizing the regents of the University of California to hold farmers' institutes and making appropriation therefor.

* * *

Assembly Bill, No. 52. *Introduced by Mr. Cogswell.*

An act to amend Section 649 of the Civil Code of the State of California relating to the number of trustees of colleges and seminaries of learning.

* * *

Assembly Bill, No. 124. *Introduced by Mr. Sackett.*

An act to provide for the investment of the moneys in the estates of deceased persons fund and also to provide for payment of interest received into the state school fund.

Assembly Bill, No. 139. *Introduced by Mr. Coghlan.*

An act to aid the enforcement of an act entitled "An act to enforce the educational rights of children," approved March 24, 1903.

* * *

Assembly Bill, No. 196. *Introduced by Mr. Sackett.*

An act to provide county library systems.

* * *

Assembly Bill, No. 198. *Introduced by Mr. Sackett.*

An act to amend Sections 1715 and 1716 of the Political Code, relating to school libraries.

* * *

Assembly Bill, No. 201. *Introduced by Mr. Melrose.*

An act to amend Subdivision 13 of Section 1674 of the Political Code of the State of California, relating to the transportation of pupils in union or joint school districts or in union high school districts.

* * *

Assembly Bill, No. 250. *Introduced by Mr. Johnston.*

An act to amend Section 1874 of the Political Code of California, relating to standing committee on text-books.

* * *

Assembly Bill, No. 246. *Introduced by Mr. Sackett.*

An act to amend Section 1565 of the Political Code, referring to teachers' institute and library funds.

* * *

Assembly Bill, No. 253. *Introduced by Mr. Johnson of Sacramento.*

An act for the relief of aged teachers. (Pension teachers who are seventy years of age, if they have taught 15 years and are not able to support themselves.)

* * *

Assembly Bill, No. 259. *Introduced by Mr. Hinkle.*

An act providing for the appointment of a secretary to boards of education in incorporated cities or towns, and adding a new section to the Political Code to be known as Section 1616a.

Assembly Bill, No. 260. *Introduced by Mr. Hinkle.*

An act providing for the levy of a special tax for school purposes in incorporated cities and towns; and abolishing the holding of special elections therein as provided for in Sections 1830 to 1836 inclusive of the Political Code; providing for the Collection of said tax, and adding certain sections to said Political Code to be known as Sections 1853, 1854 and 1855, relating to the revenues necessary to maintain, grammar, primary and kindergarten schools in incorporated cities.

* * *

Assembly Bill, No. 284. *Introduced by Mr. Johnson of Roseville.*

An act to add a new section to the Political Code, to be numbered 167b, relating to enlarging, reconstructing or replacing county high schools or increasing the capacity and accommodations thereof, and the levying of a special tax for such purposes.

* * *

Assembly Bill, No. 286. *Introduced by Mr. Nelson.*

An act to simplify the spelling of a certain class of words. (Provides for substituting "j" in place of soft sound "g" in all state documents.

* * *

Assembly Bill, No. 303. *Introduced by Mr. Perine (by request).*

An act to provide for health and development supervision in the public schools of the State of California.

* * *

Assembly Bill No. 314. *Introduced by Mr. Johnson of Placer.*

An act to repeal an act entitled "An act supplementary to and amendatory of an act entitled 'An act concerning common schools in the City of Placerville, approved April 1st, 1864,' to provide ways and means for building, furnishing and repairing school houses in said city, and for other places, approved March 16, 1874.

* * *

Assembly Bill, No. 316. *Introduced by Mr. Johnson of Placer.*

An act to repeal an act entitled "An act concerning common schools in the City of Placerville, approved April 1, 1864."

Assembly Bill, No. 389. *Introduced by Mr. Sackett.*

An act to amend Section 1771 of the Political Code, relating to duties of county boards of education. (Permits county boards to adopt supplemental books.)

* * *

Assembly Bill, No. 601. *Introduced by Mr. Coghlan (by request).*

An act appropriating a thousand dollars to promote moral education.

* * *

Assembly Bill, No. 604. *Introduced by Mr. Sackett.*

An act to amend Section 1492 of the Political Code of the State of California, relating to the duties of the joint board of state normal school trustees.

* * *

Assembly Bill, No. 513. *Introduced by Mr. Sackett.*

An act to establish a state training high school near or on the grounds of the University of California at Berkeley, in the County of Alameda, and making an appropriation therefor.

* * *

Assembly Bill, No. 514. *Introduced by Mr. Sackett.*

An act to amend Section 1663 of the Political Code, relating to duties of county boards of education.

* * *

Changes name "Primary and Grammar School" to Elementary Degree with constitution and continues the right of holders of primary certificates to teach.

* * *

The following Assembly bills are duplicates of Senate bills given above: No. 86 by Costar, No. 77 by Drew, No. 145 by Polsley, No. 238 by Butter, No. 228 by Polsley, No. 271 by Collier, No. 418 by Hammon, No. 593 by Fleisher, No. 424 by Transue, No. 567 by Hinkle.

* * *

Edward Everett Hale: We are all in the same boat, both animals and men. You cannot promote kindness to one without benefiting the other.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

Compulsory Attendance and Child Labor Laws.

The following tabulation brings the State legislation on these subjects down to May, 1908, except possibly in the case of Maryland.

As regards compulsory attendance, the most important measure of 1908 was the enactment by Virginia of a compulsory attendance law, having "local option" features somewhat similar to those of the North Carolina law of 1907, in that it does not become operative in any county, city, or town until accepted by the qualified voters thereof. The action taken by these two States would seem to indicate that the practice of leaving the question of enforced school attendance to local initiative under a general permissive law will become the prevailing policy regarding this matter in the South.

Another notable measure was a New Jersey law extending the upper compulsory age limit from 14 to 17 years, except in the case of children over 15 who have completed the "grammar-school course" and are at work. A child 15 to 17 years of age who "has completed the grammar-school course and is not regularly and lawfully employed in any useful occupation or service" must attend a high or manual training school, transportation being furnished at the public expense when necessary to accomplish this. This apparently is the first example in the United States of enforced high-school attendance.

In the field of child labor the year has been marked by the enactment of original laws for the District of Columbia and Mississippi, and by new and more stringent laws designed to supersede those already in force in Kentucky, Louisiana, Ohio and Virginia. The new Kentucky law is closely patterned on that for the District of Columbia. In Virginia the age below which specified occupations are forbidden is to be raised until on March 1, 1910, it will have reached 14 years, conforming to what promises to become the generally recognized standard.

No attempt hase been made in the table to note the provisions regulating the hours of labor of minors. Such regulations are now very general.

Many states, in general terms, forbid, or permit only under restrictions, occupations dangerous to life, limb, morals or health of children. In some states the employment of children in beg-

ging, theatrical and circus exhibitons, on dangerous machinery, in occupations requiring the handling of intoxicating liquors, night work, etc., is specifically forbidden. Where the employments forbidden are not specifically enumerated the enforcement of such provisions of law is difficult, from lack of judicial interpretation as to what constitutes an employment dangerous to life, etc.

* * *

Essentials of a Good Text Book.

The definition of a text-book, just given, reveals both its functions and its importance, and in the light of the definition it is proper to inquire what the essentials of a good text-book are.

A text-book is to be judged from two standpoints, the mechanical and the contents. On these, five qualities are to be noted as essentials.

1. A substantial binding.
2. A convenient, easily-handled size.
3. Good quality of paper.
4. Good, clear type.
5. Suitable and artistic illustrations (where illustrations are inserted.

The school text-book that is unsubstantially bound, with covers insecurely attached to reading matter, of cheap and unattractive appearance, is not one that should be placed in the hands of the child, and is a discredit alike to publisher and editor. While the cheap, inartistic, poorly-bound book is still in the market, modern taste and modern standards are constantly advancing, and the best school-book publishing houses of the present day are issuing only books of substantial binding and artistic outward appearance.

THE CONTENTS OF A TEXT-BOOK.

The criteria for judging of the inner merit and usefulness of a school text-book are, (1) that it be accurate as to fact, (2) that it be written in good English, (3) that it conform to established principles of psychology and pedagogy, i. e., that it be adapted in language, subject-matter and method, to the stage of development of those for whom it is written.

Judging by these criteria we shall discover that while the majority of our text-books are of high merit, and measure up to the highest standards, there are still here and there lingering remains of traditional error, infelicities of expression, mal-adjustments of subject matter, extreme and ridiculous applications of some new educational theory or "fad."—*James Hugh Harris in the Housekeeper.*

The One Hundredth Birthday of Lincoln.

When the compiler of the dictionary of Congress was preparing that work for publication in 1858, he sent Mr. Lincoln the usual request for a sketch of his life to which he received in June of that year the following reply:

"Born February 12, 1809, in Hardin County Kentucky.

"Education defective.

"Profession, a lawyer.

"Have been a captain of volunteers in Black Hawk War.

"Postmaster at a very small office.

"Four times a member of the Illinois legislature, and was a member of the Lower House of Congress.

"Yours, etc.,

"A. LINCOLN."

LINCOLN'S AUTOBIOGRAPHY

I was born February 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families—second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon County, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky about 1781 or 1782, where a year or two later he was killed by the Indians, not in battle, but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were Quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New England family of the same name ended in nothing more definite than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age, and he grew up literally without education. He removed from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals still in the woods. There I grew up. There were some schools, so-called, but no qualification was ever required of a teacher beyond "readin', writin', and cipherin' " to the rule of three. If a straggler supposed to understand Latin happened to sojourn in the neighborhood he was looked upon as a wizard. There was absolutely nothing to excite ambition for education. Of course, when I came of age I did not know much.

Still, somehow, I could read, write and cipher to the rule of three, but that was all. I have not been to school since. The little advance I now have upon this store of education, I picked up from time to time under the pressure of necessity.

I was raised to farm work, which I continued till I was twenty-one. At twenty-one I came to Illinois, Macon County. Then I went to New Salem, at that time in Sangamon, now in Menard County, where I remained a year as a sort of clerk in a store. Then came the Black Hawk War; and I was elected a captain of volunteers, a success which gave me more pleasure than any I have had since. I went through the campaign, was elated, ran for the legislature the same year (1832), and was beaten—the only time I have ever been beaten by the people. The next and three succeeding biennial elections I was elected to the legislature. I was not a candidate afterward. During this legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was once elected to the lower house of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a Whig in politics; and generally on the Whig electoral tickets, making active canvasses. I was losing interest in politics when the repeal of the Missouri Compromise aroused me again. What I have done since that is pretty well known.

If any personal description of me is thought desirable, it may be said I am, in height, six feet four inches, nearly; lean in flesh, weighing on an average of one hundred and eighty pounds; dark complexion, with coarse black hair and gray eyes. No other marks or brands recollected.

Yours truly,

A. LINCOLN.

LINCOLN'S PERSONAL APPEARANCE.

At the age of seventeen he was six and a third feet high, his feet and hands were unsually large, and his legs and arms disproportionately long; his head was small and phrenologically defective; his body very diminutive for one of his height. His walk was awkward; his gesture still more so; his skin was of a dirty yellowish brown, and shriveled and baggy, even at that age. He was attired in buckskin pants which failed to conceal his blue shinbones; his shirt was of a fabric known to pioneer, and to no other life, as linsey-woolsey; and in winter he was clad in what is known as a *warmus;* and finally, a coon-skin cap, home made, and moccasins, also home made, protected and decorated respectively his upper and nether extremities.—WHITNEY.

Mr. Lincoln's height was six feet three and three-quarter inches "in his stocking feet." He stood up, one day, at the right of my large canvass, while I marked his exact height upon it. His frame was gaunt but sinewy, and inclined to stoop when he walked. His head was of full medium size, with a broad brow, surmounted by rough, unmanageable hair, which, he once said, had "a way of getting up as far as possible in the world." Lines of care ploughed his face—the hollows in his cheeks and under his eyes being very marked. The mouth was his plainest feature, varying widely from classical models—nevertheless expressive of much firmness and gentleness of character.

His complexion was inclined to sallowness, though I judged this to be the result, in part, of his anxious life in Washington. His eyes were bluish-gray in color—always in deep shadow, however, from the upper lids, which were unusually heavy (reminding me, in this respect, of Stuart's portrait of Washington)—and the expression was remarkably pensive and tender, often inexpressibly sad, as if the reservoir of tears lay very near the surface—a fact proved not only by the response which accounts of suffering and sorrow invariably drew forth, but by circumstances which would ordinarily affect few men in his position.—CARPENTER.

QUOTATIONS FROM LINCOLN

[On account of the beauty of both the language and the sentiment contained in the following quotations, pupils should be induced to memorize as many of them as possible. Their recital should form a prominent part of the program. As arranged, with both the shorter and longer quotations, it is believed that schools of all grades, as well as country schools, will be provided with what is needed.]

SHORT SAYINGS

Hold on with a bull-dog grip.
Never regret what you don't write.
Better hatch the egg than smash it.
I'm nothing, but truth is everything.
Don't swap horses in crossing a stream.
This nation should be on the Lord's side.
Let us have faith that right makes might.
Calling a sheep's tail a leg doesn't make it so.
With malice toward none, with charity for all.
Many have got into a habit of being dissatisfied.
Let them laugh, as long as the thing works well.
When you can't remove an obstacle, plough around it.

With firmness in the right, as God gives us to see the right.

Be sure you put your feet in the right place, then stand firm.

What use to me would be a second term if I had no country?

When you have written a wrathful letter—put it in the stove.

Stand with anybody that stands right. Stand with him while he is right, and part with him when he goes wrong.

Whether or not the world would be vastly benefited by a total and final banishment from it of all intoxicating drinks seems to me not now an open question. Three-fourths of mankind confess the affirmative with their tongues, and I believe all the rest acknowledge it in their hearts.

Shakespeare was the best judge of human nature that ever wrote.

It is better only sometimes to be right than at all times to be wrong.

A private soldier has as much right to justice as a major-general.

If men never began to drink they would never become drunkards.

Don't shoot too high—aim low and the common people will understand.

I have great respect for the semicolon: it is a mighty handy little fellow.

For those who like this kind of book, this is the kind of book they will like.

Thirty years I have been a temperance man, and am too old to change.

Gold is good in its place; but loving, brave, patriotic men are better than gold.

The Lord must love common people—that's why He made so many of them.

I am like the boy that stumped his toe; hurt too much to laugh and too big to cry.

I want it said of me that I plucked a thistle and planted a flower where I thought a flower would grow.

Let not him who is homeless pull down the house of another, but let him labor diligently to build one for himself.

Take all of the Bible upon reason that you can, and the balance on faith, and you will live and die a better man.

If all that has been said in praise of woman were applied to the women of America, it would not do them justice for their conduct during this war. God bless the women of America.

"You can fool all the people some of the time, and some of the people all the time, but you cannot fool all the people all the time," pointing the epigram at Senator Douglas.

Labor is prior to, and independent of, capital. Capital is only the fruit of labor, and could never have existed if labor had not first existed. Labor is the superior of capital, and deserves much the higher consideration. Nor is it denied that there is, and probably always will be, a relation between labor and capital producing mutual benefits.

LINCOLN THE HUMORIST

Several months before President Lincoln issued the great proclamation of emancipation which gave freedom to the whole race of negro slaves in America, writes Adlai Stevenson in the *Woman's World,* my friend, Senator Henderson, of Missouri, came to the White House one day and found Mr. Lincoln in a mood of deepest depression. Finally, the great President said to his caller and friend that the most constant and acute pressure was being brought upon him by the leaders of the radical element of his party to free the slaves.

"Summer and Stevens and Wilson simply haunt me," declared Mr. Lincoln, "with their importunities for a proclamation of emancipation. Wherever I go and whatever way I turn they are on my trail. And still, in my heart, I have the deep conviction that the hour has not yet come."

Just as he said this, he walked to the window looking out upon Pennsylvania avenue and stood there in silence, his tall figure silhoutted against the light of the window pane, every line of it, and of his gracious face expressive of unutterable sadness. Suddenly his lips began to twitch into a smile and his somber eyes lighted with a twinkle of something like mirth.

"The only schooling I ever had, Henderson," he remarked, "was in a log schoolhouse when reading books and grammars were unknown. All our reading was done from the Scriptures and we stood up in a long line and read in turn from the Bible. Our lesson one day was the story of the faithful Israelites who were thrown into the fiery furnace and delivered by the hand of the Lord without so much as the smell of fire upon their garments. It fell to one little fellow to read the verse in which occurred, for the first time in the chapter, the names of Shadrach, Meshach and Abedne-go. Little Bud stumbled on Shadrach, floundered on Meshach, and went all to pieces on Abed-ne-go. Instantly the hand of the master dealt him a cuff on the side of the head and left him wailing and blubbering as the next boy in line took up the reading. But before the girl at the end of the line had done reading he had subsided into sniffles and finally became quiet. His blunder and disgrace were forgotten by the others of the class until his turn was approaching to read again.

Then, like a thunder-clap out of a clear sky, he set up a wail which even alarmed the master, who, with rather unusual gentleness, inquired:

" 'What's the matter now?'

"Pointing with a shaking finger at the verse which a few moments later would fall to him to read, Bud managed to quaver out the answer:

" 'Look there, marster—there comes them same three fellers agin!' "

Then his whole face lighted with such a smile as only Lincoln could give, and he beckoned Senator Henderson to his side, silently pointing his long, bony finger to three men who were at that moment crossing Pennsylvania avenue toward the door of the White House. They were Summer, Wilson and Thaddeus Stevens.

AN INCIDENT OF THE WAR

It is told that when the Civil War was raging, and men were falling by thousands, Abraham Lincoln would often go into the hospitals in Washington and talk with the wounded, sometimes the dying. One evening he stopped at the bed of a young soldier, just brought in, who had lost both legs in a recent battle. "Is there anything I can do for you?" asked the tender-hearted President. "Yes," said the young man faintly. "Will you write a letter to my father and mother, and tell them that I died at my post of duty?" He wrote the letter, and beneath it the words, "This letter was written by Abraham Lincoln," and gave it to the young man who read it. Looking up into his face, he asked, "Are you the President?" "Yes. Is there anything else I can do for you?" The dying youth smiled and said: "You might stay and see me through." President Lincoln drew his chair closer, took the weak hand in his own, and held it until the end. He saw him through.

LINCOLN'S FAVORITE POEMS

Whitney says that "In Lincoln's normal and tranquil state of mind, The Last Leaf, by Oliver Wendell Holmes, was his favorite in the whole wide range of reflective literature."

THE LAST LEAF

I saw him once before,
As he passed by the door,
  And again
The pavement stones resound,
As he totters o'er the ground
  With his cane.

They say that in his prime,
Ere the pruning-knife of Time
  Cut him down,
Not a better man was found
By the Crier on his round
  Through the town.

But now he walks the streets,
And he looks at all he meets
  Sad and wan,
And he shakes his feeble head,
That it seems as if he said,
  "They are gone."

The mossy marbles rest
On the lips that he has prest
  In their bloom.
And the names he loved to hear
Have been carved for many a year
  On the tomb.

My grandmamma has said—
Poor old lady, she is dead
  Long ago—
That he had a Roman nose,
And his cheek was like a rose
  In the snow.

But now his nose is thin,
And it rests upon his chin
  Like a staff,
And a crook is in his back
And a melancholy crack
  In his laugh.

I know it is a sin
For me to sit and grin
  At him here;
But the old three-coronered hat,
And the breeches, and all that
  Are so queer!

And if I should live to be
The last leaf upon the tree
  In the spring,
Let them smile, as I do now,
At the old forsaken bough
  Where I cling.

The following poem was first repeated to Lincoln by Dr. Duncan, of New Salem, who found it in an almanac. It was no uncommon thing for the great President, when overcome with sadness and sorrow, to break out in the dirge-like lamentation, "Oh, Why Should the Spirit of Mortal be Proud?" It was written by William Knox, in Scotland, a century or more ago. For many years Mr. Lincoln did not know the name of the author. His favorite drama was "Macbeth."

Oh! why should the spirit of mortal be proud?
Like a swift fleeting meteor, a fast-flying cloud,
A flash of the lightning, a break of the wave,
Man passeth from life to his rest in the grave.

The leaves of the oak and the willow shall fade,
Be scattered around, and together be laid;
And the young, and the old, and the low and the high
Shall moulder to dust and together shall lie.

The infant a mother attended and loved;
The mother that infant's affection who proved;
The husband that mother and infant who blest—
Each, all, are away to their dwellings of rest.

The maid on whose brow, on whose cheek, in whose eye,
Shone beauty and pleasure—her triumphs are by;
And the memory of those who loved her and praised,
Are alike from the minds of the living erased.

The hand of the king that the sceptre hath borne,
The brow of the priest that the mitre hath worn,
The eye of the sage, and the heart of the brave,
Are hidden and lost in the depths of the grave.

The peasant whose lot was to sow and to reap;
The herdsman who climbed with his goats up the steep;
The beggar who wandered in search of his bread;
Have faded away like the grass that we tread.

The saint who enjoyed the communion of heaven;
The sinner who dared to remain unforgiven;
The wise and the foolish, the guilty and just,
Have quietly mingled their bones in the dust.

So the multitude goes, like the flower or the weed,
That withers away to let others succeed;
So the multitude comes, even those we behold,
To repeat every tale that has often been told.

For we are the same that our fathers have been;
We see the same sights that our fathers have seen;
We drink the same stream, and we view the same sun,
And we run the same course that our fathers have run.

The thoughts we are thinking our fathers would think;
From the death we are shrinking our fathers would shrink;
To the life we are clinging our fathers would cling—
But it speeds for us all like a bird on the wing.

They loved—but the story we cannot unfold;
They scorned—but the heart of the haughty is cold;
They grieved—but no wail from their slumbers will come;
They joyed—but the tongue of their gladness is dumb.

They died—ay! they died—and we things that are now,
Who walk on the turf that lies over their brow,
Who make in their dwellings a transcient abode,
Meet the things that they met on their pilgrimage road.

Yea, hope and despondency, pleasure and pain,
We mingle together in sunshine and rain;
And the smile and the tear, and the song and the dirge,
Still follow each other, like surge upon surge.

'Tis the wink of an eye; 'tis the draught of a breath,
From the blossom of health to the paleness of death;
From the gilded saloon to the bier and the shroud—
Oh! why should the spirit of mortal be proud?

* * *

Superintendent F. A. Bagnall, Adams, Mass.: From year to year we are placing a higher standard for our teachers to reach. Those who apply for positions we expect to be of more than ordinary ability, of liberal education, and professional training, of good common sense, of sound body as well as mind, and with a big heart in the right place. The people have a right to demand teachers of this type, but with the right exists a duty on the part of this and every community to furnish its teachers with facilities and encouragement of good work. Good clothes, good food, good home surroundings, good social position, a state of mind made peaceful by being able to save a little, these are essential to profitable work, and these are secured by money. There is a material as well as a professional side to a teacher's life, and this wage phase has much to do with the spirit of the teacher, and as is her spirit, so becomes the spirit of the school.

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EDITORIAL

Educational Legislation.

The number of educational bills before the legislature this year is smaller than usual, and most of them are bills which meet some local need or are remedial in their nature. Few are really fundamental in their scope or importance. Perhaps it is just as well that this is so, because legislation that is fundamental should be carefully considered and should not be sent to the legislature before being examined and discussed by those interested in education. A number of these bills cover minor points in the law, but points which need remedying to cover conditions which Superintendents have to deal with from day to day. All bills of this class should be passed, if they frankly meet a situation demanding relief. Those passed at the Superintendents' convention at Tahoe were largely of this class, and these have been framed to cover needs which Superintendents are aware of.

A few of the bills deserve particular mention. The one doing away with the necessity of a special annual election in incorporated cities and towns to raise a special school tax (Senate Bill No. 237) is a very desirable bill to have passed.

Some cities have ignored this requirement of the law and have levied their annual money through the Council, while others have followed the law and held an annual election. In the latter case there has always been the risk of losing the election any year through the apathy of the friends of the schools. The one providing for the union of high school districts (Senate Bill No. 197) is also a desirable addition to our laws.

FREE TEXT-BOOKS

Constitutional amendments have been introduced again this year which provide for free text-books for the schools of the State. These may or may not be desirable at this time. If the books could be purchased in the open market, by contract, it would be one thing. There are many arguments in favor of free text-books, and such a system would commend itself to most of the schoolmen of the State. In that case the books should be purchased by the State, in the open market, and an appropriation should be made from the treasury of the State sufficient to cover the cost of the books and their distribution.

If, on the other hand, the books to be furnished free are to be printed at the State printing office in Sacramento it is an entirely different thing. The present cost of our school books is unnecessarily high, higher than the same books could be bought for from the same publishers in the open market by State contract, if we had no State printing office to deal with, and higher than similar books are furnished to other States,—but at present everyone knows that they are high and why they are high. To provide for free text-books and have them printed at Sacramento means to cover up their high cost under the cost of management of the State printing office, and to hide from sight in large part the justifiable grievance which every taxpayer and schoolman has at present.

It is even a still more serious matter if the cost of these free text-books is to be paid out of the school fund of the State instead of by a special and an additional appropriation for that purpose. Should this be done it would mean that the teachers of the schools would virtually pay for the text-books for their children, and the State printing office would continue its present high cost for text-books at the expense of the school teachers of the State. If we are to have free text-books let us frankly face the issue and pay for them as we should, and not make the teachers of the State shoulder the

cost, because the available funds from which their salaries are paid has been cut down.

FRESNO NORMAL SCHOOL

A bill is before the legislature which provides for the establishment of a sixth normal school at Fresno. For strategic purposes, in getting the bill through the legislature, the school has been named "The Central California State Normal School and Agricultural Institute," but the purpose of the school as stated in the bill is to be "the training and educating of teachers in the art of instructing and governing in the public schools of the State," and it is provided that the school "is to be governed and regulated by the same laws now governing and regulating the other State normal schools in this State."

A State normal school at Fresno may be desirable. Fresno is the virtual capitol of one of the large geographic regions of this State, and a normal school could be located there with advantage. Our five normal schools at present do not train half enough teachers for the schools of the State. If the State can afford another normal school now, well and good, but whatever is done the name ought to state what the school really is. Let us call it a California State Normal School, and omit the word "Central," which is a sectional term, and the words "Agricultural Institute," which only is a blind and confuses its purpose. Some day we shall want to organize a comprehensive, well connected, and properly distributed system of agricultural education for this State, and the two types of schools ought not to be mixed up either in name or in reality.

THE COUNTY SUPERINTENDENCY

By far the most important measure before the legislature this year, in the matter of school legislation, is the proposed amendment to Art. IX, Sec. 3, of the Constitution of the State, which proposes to substitute for the present section, requiring the election of a County Superintendent of Schools for each county at each gubernatorial election, the following section:—

STATE CONSTITUTIONAL AMENDMENT NO. 35.

A Resolution to Propose to the People of the State of California, an Amendment to the Constitution of the State of California, Amending Section 3 of Article IX of Said Constitution, Relating to the Election of Superintendent of Schools.

The legislature of the State of California, at its regular session, commencing on the fourth day of January, A. D. 1909, two-thirds of all the members elected to each of the houses of said legislature voting in favor thereof, hereby propose that Section 3 of Article IX of the Constitution of the State of California, be amended so as to read as follows:

Sec. 3. The Legislature shall provide, by uniform law, for the election, or appointment, of a County Superintendent of Schools for each county; *but provided,* that in combined cities and counties it shall be competent for the charter to provide for the manner in which, the times at which, and the term for which a Superintendent of schools for said combined city and county shall be elected or appointed.

This is a reform of great future significance, for it means the elevation of the county superintendency to a position of much greater dignity and importance that it has as yet known. If our County Superintendents as a body could only see the great significance of this measure, as a few of our Superintendents do, in terms of the elevation of their standing and the rank of their office, and the great increase in the efficiency and effectiveness of their own work, they would get behind this measure as a body and help carry it through. As a matter of fact though about the only serious opposition so far experienced has come from a few County Superintendents and certain County Boards of Education. Once give the people a chance to vote on this proposition and it will be adopted easily. Every argument that is based on the good of the schools is on the side of the adoption of this proposed amendment. There are no valid arguments against it.

It means much, as we have said, for the schools. It means the making of county supervision a definite career for which a man may aspire and hope to enter on the basis of merit, and retain on the basis of valuable service to the schools. It means to place county supervision on the same plane as city supervision, and to open up the same opportunities for the country child that the city child now has. It means much for the future of the office, and much for the schools. It is to be sincerely hoped that every County and City Superintendent will get behind the measure and help carry it through.

Viewed from a purely selfish point of view every Superintendent ought to favor it. It means tenure, independence, and a career for every good Superintendent. For those who are afraid of it it might be pointed out that it cannot be put into effect, even granting that it goes through now and is

adopted two years from now, until after the expiration of the next elective term, or six years from now. By that time California will, even more California must, put itself in line with a movement so manifestly in the interest of the schools.

The wording of the amendment, the work of Professor Jones, should merit approval. Even if adopted it does not necessitate a change at once, as the method must be prescribed by the legislature. For the combined city and county it offers a way to an efficient city school system and the casting off of the antiquated method of securing a City Superintendent now forced on every combined city and county by our constitution.

The idea is not new. It has been discussed for years in our educational gatherings. A careful report was made on the subject at the Berkeley meeting of the State Teachers' Association three years ago, and it has been endorsed by the Council three times and by the State Teachers' Association twice. It was enthusiastically approved by the California Schoolmasters' Club a year ago. Is it not time to act?

This merely provides the same conditions for the County Superintendent as are provided for every county official. Art. IX, Sec. 3 requires that the County Superintendent must be elected, but by the terms of Art. XI, Sec. 8½, every other county official may be appointed instead of elected.

AN EDUCATIONAL COMMISSION

What California needs, or will need before long, is an Educational Commission to take up the whole matter of the revision and co-ordinating of our school laws. Temporary patches can be put on the present laws, but we need certain fundamental changes and improvements to keep our State to the front. This work cannot be done in a hurry, and it cannot be done by amateurs. It requires the experience and knowledge gained in other States. Sooner or later it must be done. If our Superintendent of Public Instruction were to secure the enactment of a law providing for the appointment of a small and experienced commission, of which he should be one, with a small appropriation for necessary expenses and printing, and with authority to revise our school laws and suggest fundamental changes that are desirable, he would deserve to be long remembered for that alone. The Illinois Educational Commission and the Massachusetts Industrial Commission are conspicuous examples of the constructive service which may be rendered by the right kind of a commission.

ELLWOOD P. CUBBERLEY.

Editorial Notes.

By Harr Wagner

The demand that the men and women who come in direct contact, and are a part of the practical work of the schools be given representation wherever executive work is required and where theories, and proposed rules and laws are given the initiative has made it expedient to select three associate editors. They are Mark Keppel, DeWitt Montgomery and Alice R. Power. Mark Keppel has a knowledge based on experience of the school problems, of every section of the State. He is a vigorous thinker, honest with himself and others, and is a man who achieves. DeWitt Montgomery is Superintendent of Sonoma County, and is familiar with every phase of practical school work and particularly of the need sof school trustees. Miss A. R. Powers is a teacher in the School Department of San Francisco. She has taught in rural ungraded schools and is familiar with the needs of teachers in the elementary schools. The associate editors and the Advisory Board will meet quarterly to discuss questions of educational publicity and will take the initiative in reference to policy and measures for effective school journalism. It is the intention that the "Journal" shall be national in scope, and that it will ask support from teachers in all parts of the United States. For the past five years it has published so much material, particularly papers, and "boost" articles for the California Teachers' Association, that its interest was too local to hold the prestige outside of California that it should.

* * *

There are a few school masters who are loud voiced and arrogant in their opinions about members of the legislature, when the legislature is not in session, but who are biennially quite willing to interview them personally so as to have practical lessons on civil government.

* * *

More men are required in the teaching force. This is true but it is usually interpreted that men should have all the high salaried positions. Ninety-five per cent of the executive positions of the schools are held by men, while the real work of teaching is done almost entirely by women. The demand for men should be for positions in the grades, and wherever a woman has the executive ability she should be placed in a good principalship or superintendency.

Expert work, without regard to sex, should be the only test of fitness for promotion. Men use this exclusively when in competition with women. The time has come when women should use it for their own promotion.

* * *

Several pupils of the Berkeley High School have been expelled for stealing. The names of the boys have been dragged through the columns of the daily papers. The Board of Education undertook to stamp out the crime by the most drastic action possible. The guilty ones were expelled. The names given great publicity and these young immature pupils trained from babyhood in our public schools are branded as thieves. The Board of Education of Berkeley made a mistake. It is almost a tragedy. It is always a tragedy to deal with any kindergarten, elementary, high school student on the basis that he is a criminal. Children are under our care. The parents, the teachers, and finally the Board of Education are the one's to be held responsible for the crimes of children. The greatest law of humanity is the law of kindness. There is no political code for children. Judge Lindsey uses the law of kindness for vicious children. What a travesty on the refinements and culture of school and home if the law of charity and kindness will not prevail. There are those who will say "not practical." Perhaps they are right, but the conditions that make kindness impossible in dealing with overt acts of pupils, are wrong.

* * *

The movement to have a constitutional amendment providing that County Superintendents should be selected by appointment and not by a direct vote of the people is being promoted. The majority of men who hold office by appointment are in favor of it while as a rule men who are elected by direct vote of the people are against the change. The tendency throughout the United States in municipal, State and national government is, not for government by appointment, but by the direct vote of the people. Expert service requires experts, but the determination of who are experts and who are not must not be left for self-seekers to determine, but the people themselves must decide. The time has come, however, when those who supervise our rural schools should be trained for the service. We have at the present time able, and in many cases, well trained and experienced Superintendents. It is really surprising that with the inadequate salaries that California has been so fortunate in the selection

of County Superintendents. In several States where the Superintendents are appointed the results do not compare favorably with our California schools.

* * *

In view of the fact that there are several advisory editors and associate editors of the *Journal,* all articles are signed. Each individual is therefore responsible only for the expression of his own opinion. The covert attack, the editorial we, the anonymous tirade belong to another day and generation. The man who would write an article and would not sign it would write an anonymous letter.

* * *

The work of the elimination of politics from our schools is more necessary today than ever before. There was never so great a need as now. The teacher, the school trustee, the taxpayer and the editor of this *Journal* have listened and been convinced. In the meantime we have discovered that the teacher and the trustee are not the people who use the most dangerous kind of politics. The lure of politics is at its most danger point when men who hold office by appointment seek to control the election or selection of men favorable to their personal interest.

* * *

The State Board of Education has adopted a rule which is aimed to discourage personal interviews between book men and members of the State Board of Education. If County Boards follow this rule, it will save text-book publishers considerable traveling expenses. There should be a national text-book commission for the adoption of the books used in the public schools.

* * *

The Board of Education of San Francisco has rescinded its rule in fixing salaries on the basis of experience, and not accrediting experience secured outside of San Francisco. The present rule allows full credit for successful teaching without reference to locality.

* * *

The readers of the *Journal* is indebted to Job Wood for the very excellent digest of the proposed legislation on school problems printed in this number of the *Journal.*

* * *

President Roosevelt has been a great executive, but it does not seem to be in keeping with the spirit of the times that he should advocate militarism in our high schools. There is no

greater work for humanity than the preservation of natural resources. There can be no greater evil than to instill into the minds of high school pupils the spirit of war.

* * *

The establishment of a new normal school by this legislature at Fresno is important and necessary. When Hugh J. Baldwin and the editor of the *Journal* took the initiative that lead to the establishment of the State Normal Schools at San Diego and in San Francisco there were those who felt that we represented personal or commercial interests, not an educational principle. It is now quite generally recognized that a large student body is not necessary for effective and successful, and instead of three we will soon have six fine normal schools.

* * *

The editor and publisher of this *Journal* printed the proceedings of the C. T. A. and furnished a copy *free* to each member of the Santa Cruz meeting. The entire cost of $650.00 was donated to the Association. The money saved by the Association by this arrangement enabled the directors to purchase *The Sierra Educational News.*

* * *

The lure for power is one of the weak spots in human nature. There is no greater achievement than power through kindness, love, charity, generosity and justice. There is no greater evil than the achievement of power through machine made methods, when the same is used for selfish purposes.

To this end all of the modern, church, charitable and educational organizations have been very simple in the plan of organization, and so a few years ago the National Teachers' Association was incorporated and it is now a permanent self-perpetuating body in which the membership has very little interest, and without railroad rates that will attract excursionists, its membership outside of the speakers, and the local membership will be very small. The fact that the N. E. A. is a well organized machine, and open to the charge of being controlled by this interest or that has greatly injured its prestige.

Our California Teachers' Association was never so strong or compact in its organization as now. It has a Board of Directors with full power to select the meeting place, to spend the dollar of each member without an accounting, to adopt policies without approval of membership, to elect permanent secretary, and fix his salary, and various and sundries powers and plans. The election of the Board of Directors is so arranged that a majority of the Board cannot be changed at any election. It is a close corpora-

tion with an amplitude of power. It is further proposed through an elaborate report of James A. Barr and E. M. Cox to affiliate other associations. It is not proposed, however, that the S. C. T. A. with as large a membership as the C. T. A. that it shall have equal representation on the Board of Directors. The C. T. A. under its present plan has a splendid opportunity to be a great educational force. A mighty power for good. It must, however, depend not on its plan or organization, but upon the merit of its programs for success. The meeting at Sacramento, with 400 members, and a program arranged by Dr. Frederic Burk, that marked an epoch in the educational history of the State means more than a "frazzled" meeting with 5,000 members. Results, not members count.

* * *

The initial number of the *Sierra Educational News* under the management of the California Teachers' Association has been issued. The cover is a bright blue, the paper and letter press quite similar to *The Western Journal of Education*. L. E. Armstrong, the editor and manager, has written several editorial notes in unqualified praise of the San Jose meeting, and expressed his kindly feeling for Fred. T. Moore in the following language: "As an able administrator, sympathetic friend, good counselor, and all-round gentlemen, Fred T. Moore has no superior" (not even excepting President Roosevelt). The *News* with the exception of its personal point of view and its implied flattery to itself, is a very creditable publication. The articles of Frank T. Bunker, T. L. Heaton, and Edward Hyatt are well worth reading. The wild Sierras need an edcuational publication, and the "insurgents" of the California Teachers' Association will welcome the *Sierra Educational News*. We extent to Mr. Leroy Armstrong, the editor and manager, friendly fraternal greetings, and with a cheerful amplitude of desire, with charity to all, we will praise or condemn men and measures as we see the truth from our point of view. Almost the first act of Mr. Leroy Armstrong as Secretary of the C. T. A. and as editor of the *Sierra Educational News* was to refuse to give the editor of this *Journal* a copy of the resolutions presented by Frank Bunker at the San Jose meeting. This showed a very narrow spirit, and the Association should censure Mr. Armstrong for his refusal to give the official *Journal* this excellent declaration of principles so that all the schools could have an opportunity to read them.

* * *

Sarah Louise Arnold: Our chief concern should be to keep ourselves sensitive to the demand of the individual.

A Statement in Reference to Some Members of the State Teachers' Association and the Western Journal of Education.

By Harr Wagner.

After the adoption of the new Constitution and By-Laws and the election of a Board of Directors of the California Teachers' Association in December, 1906, the securing of funds to print the proceedings and to pay a salary to the permanent Secretary became a serious problem. The first year a quarterly was published containing the proceedings, but there was no money to pay a permanent Secretary. The next year, 1908, the Board of Directors requested a proposition from The Western Journal of Education. The Editor agreed to make the permanent Secretary Associate Editor, and to pay him $100.00 per month for half of his time, and to furnish the Journal to the Members of the Association at the actual cost of printing, or that he would donate the cost of printing proceedings in the April, July and October numbers, as edited by the Secretary. The latter was accepted and carried out. Before the Association met at San Jose in December, 1908, Mr. Will C. Wood, the Secretary of the Association, and Mr. Leroy Armstrong, the prospective Secretary, came to my office and requested me to submit a proposition to them in reference to turning over the Official Journal to the Directors of the Association. In as much, as the mental attitude of these inexperienced journalists was "This Journal has changed hands and hereafter will be run as a first-class publication," I did not give them that serious and august consideration that their personal opinion of their ability seemed to warrant. However, at the San Jose meeting I discovered that Dr. A. E. Lange, Pres. Morris Dailey, Dr. C. C. Van Liew, Jas. A. Barr and others were honestly in favor of the Directors of the C. T. A. editing and publishing a magazine for the betterment of the schools, and the promotion of the interest of the C. T. A. I decided therefore that I would not permit my personal interest to interfere with what in the judgment of these men seemed for the best interest

of the Association and the schools. And when a committee; consisting of Dr. Lange, President Moore and President Dailey, asked me for a proposition I gave them the choice of three:

First. I agreed to surrender the editorial control to the permanent Secretary of the C. T. A., providing that the one selected would be satisfactory to the State Board of Education, and to furnish copies to each member of the C. T. A. at the actual cost of printing, pay the office rent for permanent headquarters of the C. T. A. and pay out of the funds of the Journal $100.00 per month to the Editor, with the understanding that if the arrangement was satisfactory that at the end of the year I would transfer my interest as publisher to the Association.

Second. I would sell the Journal for $5000.00, or I would accept whatever price a committee consisting of E. P. Cubberley, Morris Dailey, C. C. Van Liew and Supt. Edward Hyatt would fix.

Third. I would donate the cost of printing the proceedings.

The Committee did not accept either one of these propositions, but offered as a counter proposition to pay me $1000.00 for a lease for one year and the option to purchase for $2000.00 at the end of the year. I asked for a few days time to answer. This was granted. Then came Fred. T. Moore, the President of the Association, and at that time under contract to the American Book Co., who said "As sure as the sun will rise tomorrow the Board of Directors will elect a permanent Secretary who will edit the Journal that will be designated as the Official Journal." I called his attention to the fact that his statement about the future action of the State Board of Education in designating the Journal to be run by the Directors of the State Teachers' Association was rather definite, as a mere matter of prophecy, and then he changed the statement to read, "that it will be the tendency of the State Board of Education to designate the Journal published by the State Teachers' Association."

At this time I learned that President Moore was under contract to go to work as agent for the American Book

Company, and that Mr. Will C. Wood, Secretary of the Association, Superintendent Moore's successor as City Superintendent of Alameda and Mr. Moore's right-hand man in the journalistic program, in an interview with a reporter of the San Francisco Call printed October 11, 1908, said of the proposed Constitutional amendment for a change in the State Board: *"We have obtained proof that this is Governor Gillett's favorite measure. It is a piece of political jobbery to reward faithful book publishers for the work they accomplished at the Santa Cruz convention."* As a matter of fact, W. C. Doub, at whom this remark was aimed, actively opposed the adoption of the amendment.

It was also apparent to every one who was closely identified with the movement that J. W. McClymonds, City Superintendent of Oakland, and joint author with David Rhys Jones of the primary arithmetic adopted by the State Board of Education and published by the American Book Co., was one of the chief advisors of Moore, Wood and Armstrong. In accordance with any high standard of professional ethics, the fact that Superintendent McClymond's new Advanced Arithmetic is published by the American Book Company and is pending adoption by the State Board of Education, would seem to make him ineligible for a director of the official organ of the department of public instruction.

I learned also that Leroy Armstrong, the Secretary of the Association, whose salary as Secretary and Editor was to be $200.00 per month and who loudly proclaims that the Journal should represent no private interest, compiled four volumes of literary readers, with pedagogical and psychological notes, which he has for years been urging for adoption in personal interviews by the State Board of Education. He also called upon Governor Gillett, but evidently not with the mental attitude of Will C. Wood, and asked if he would continue the subsidy if the California Teachers' Association purchased the Journal from me. The Governor gave him a favorable answer. *He then made a proposition to the Governor, which if accepted would practically force me to give up the control of the Journal, but the Governor informed Mr. Armstrong that his proposition was improper and dishonest.* These facts led me to withdraw all propositions tending to give Mr. Armstrong and

those whose interests he apparently represents, editorial control of the Journal. This Journal depended upon its own merits for success for three years before it was designated by the State Board of Education. Competition should be made to stand a similar test of experience. The editor of this Journal has stood for the elimination of politics and self interest, for tenure of position, and a high standard of professional ethics, and so long as I have a voice in controlling its destiny I expect it to continue upon these lines. I shall fight those who cry no politics in the C. T. A. or the schools, but who do politics. It has not and never will represent any one interest to the exclusion of others. Its field of work is not for any class or any organization, but will represent all the teachers and all educational organizations, and it is free to condemn that which is wrong, and free to appreciate that which is for the betterment of the schools.

Concerning Text-Book Publishers and the State Board of Educaion.

San Francisco, April 25, 1908.

State Board of Education,
Sacramento, California.

Gentlemen: It has been suggested that it would be better for all interests concerned if there was a better understanding on certain general rules of procedure regarding the adoption of text-books in California between your honorable body and your Text-Book Committee on the one side and the publishing houses interested on the other. In response to a desire for our views on some of the questions involved, we, the undersigned, beg permission to offer the following suggestions:

1. It is against public policy for the State Board of Education or the State Text-Book Committee, whose duty it is under the statutes of the State to adopt elementary text-books subject to the approval of the State Board of Education, to establish a rule that the representatives of publishing houses shall not interview its members or readers appointed by it on the merits of books or on any other phase of the text-book adoptions. Such a rule rigidly enforced would in our opinion put a premium upon underground and hidden methods which might become far more an-

noying and embarrassing to individual members of the Board than would the policy of giving open hearings individually and as a Board. The public interests are best subserved by publicity.

2. It is also true that in many cases members of text-book boards receive much valuable assistance in their work from their discussions with representatives of publishing houses on the merits of books. Usually these representatives are able schoolmen and have made a special study of the pedagogy of text-books. Evidence of the value of such discussions is found in the fact that nearly all text-book boards in the United States welcome such discussions with the board as a whole and with its individual members. In many States the Governor is a member of the State Text-Book Board. He usually considers the adoption of books one of his most important duties and, although the busiest member of the board, he gives each publishing house ample time to discuss with him the merits of its books.

3. This policy of publicity and the free discussion of the merits of the books with the representatives of the publishing houses is in strict accord with the business policy of men in other lines of business. The retailer of sense and ability welcomes the representative of the wholesaler or manufacturer, and the reasons that induce him to do this apply with equal force to members of Text-Book Boards.

4. It has been said in California that if representatives of publishing houses discussed the merits of books with members of the board and with its readers, said members and readers would be unduly influenced. In reply to this it may be said that anyone who cannot listen to a frank discussion of both sides of a question without being unduly influenced is not the proper person to adopt books, or assist in their adoption, for use in the schools.

5. If any member of the State Board of Education feels that he cannot give time to representatives of publishing houses, all he has to do is to indicate such desire and he will not be troubled, because no representative of a publishing house will injure his chance of securing business by annoying or provoking a member of the Board. It may not be out of place to say in this connection that a man who cannot devote sufficient time to so important a matter as the adoption of text-books should leave such adoption entirely to the Text-Book Committee and the other members of the Board.

6. Experience in the adoption of text-books in the United States has shown that public interests are best subserved when all the meetings of the Text-Book Board are public and its proceedings reported in the press. A good example of this was the

meeting of the California State Board held February 7th and 8th, 1908.

In conclusion we beg to say that the principles outlined above make for the best interests of the pupil, the parents, and the State, and that it is therefore the duty of Text-Book Boards and of representatives of publishing houses to insist on a full and frank discussion of all matters pertaining to text-book adoptions and that all proceedings in connection therewith be given full publicity.

Respectfully submitted,

(Signed) Doub & Company,
By W. C. Doub.
Ginn & Company,
By S. C. Smith.
The Educational Pub. Company,
By J. H. Mitchell.
The Macmillan Company,
By Jesse Ellsworth.
Silver, Burdett & Company,
By W. G. Hartranft.

* * *

C. N. Shane's Lincoln Letter.

"The 12th of February, 1909, will be one hundredth anniversary of the birth of Abraham Lincoln.

"There are a few names—only a few—that stand out in history as real epoch-makers. Only a few that all people point to as embodiment of great principles. Only a few that will live in the future and go down through the ages as master geniuses, who so far preceded their day that they appeared more than human.

"Lincoln was such a one. He was by far the most noteworthy character of the nineteenth century. He came at the time of a great crisis, and proved his ability and power to handle it. He has reflected honor to his great name and achievements by giving special attention to this coming one hundredth birthday.

"I earnestly hope that every teacher will take special pains to impress a great patriotic lesson upon the boys and girls of our schools on that date."

* * *

Superintendent J. A. Whiteford, St. Joseph, Mo.: Every dollar spent in making the school more attractive and teaching more efficient is doubly repaid in the life and well being of the community.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo., July; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

It is reported that President Wheeler has refused a tender of the presidency of the University of Michigan of Ann Arbor.

* * *

President Geo. A. Gates has resigned the presidency of Pomona College.

* * *

Hugh J. Baldwin of San Diego has spent several weeks at Sacramento in the interest of several laws for the benefit of the children of the State. Superintendent Baldwin is particularly interested in an anti-cigarette law and in legislation proposed by the State Humane Society.

* * *

John F. Murray, ex-State Superintendent of Public Instruction of Colorado, and at present connected with the "Weekly Star," has written an open letter to President Roosevelt on The Country Life Commission. Mr. Murray raises the question that formal education does not develop the child, and that each school district should have a farm home. It is a strong, vigorous letter and voices wholesome truths.

* * *

Edward Hyatt, Superintendent of Public Instruction, is preparing a Biennial Report which will be of special interest to School Boards.

* * *

The planting of trees, the cleaning out of the sources of water supply, making sanitary the outhouses, are all of the greatest importance at this time.

* * *

School Trustees should be particularly interested in the laws in reference to compulsory education, cigarette smoking, etc.

* * *

Leroy A. Wright, Senator from San Diego County, was at one time editor of the "Kansas School Journal," and was a good editor. He has made a brilliant record, along with the other ex-school men in the legislature.

President Benjamin Ide Wheeler of the University of California has accepted the invitation to deliver a series of lectures at the University of Berlin.

In the year 1906-7 was inaugurated an exchange system between Columbia University and the University of Berlin. Through the generosity of Mr. James Speyer, of New York, there has been established by Columbia University at the University of Berlin a permanent and endowed professorship with the title of the Theodore Roosevelt Professorship of American History and Institutions, which is filled annually by the Prussian ministry of education, with the approval of the German Emperor, upon the nomination of the trustees of Columbia University. The incumbents of the professorship are required to lecture in the German language. The appointments made to the professorship have been as follows:

1906-7—John W. Burgess, Ph. D., LL. D., Ruggles professor of political science and constitutional law, and dean of the faculty of political science in Columbia University.

1907-8—Arthur T. Hadley, Ph. D., LL. D., president of Yale University.

1908-9—Felix Adler, Ph. D., professor of social and political ethics in Columbia University.

1909-10—Benjamin Ide Wheeler, LL. D., president of the University of California.

* * *

C. N. Shane, Superintendent of Placer County, has carried out successfully a plan of research work in connection with the County Institute. The latest publication on the subject covers the history of the Public Schools, Geology, Farming and Transportation.

* * *

President Samuel T. Black is busy completing arrangements for the Summer School of the State Normal at San Diego. There will be arrangements made for students to live in the tent city at Coronado Beach at very low rates.

* * *

In place of a January issue of their "Educational Bulletin," Messrs. Houghton, Mifflin Company are distributing to their friends in school work, a calendar for 1909 especially prepared to be of interest and value to Superintendents of Schools and teachers. The calendar is an attractively printed and bound pamphlet of vest pocket size, containing 48 pages.

Each page contains something to interest some school man or school woman. First is given a monthly calendar, in which are noted the birthdays of great writers, educators, musicians, artists, statesmen, soldiers and inventors, and the anniversaries of celebrated events in history, especially those customarily observed in school. Next follows a list of the holidays in each of the States—certainly welcome to the slaving teacher.

Finally, the calendar gives space to an announcement of Professor

Suzzalo's forthcoming series of "Educational Monographs"; a list of good books for teachers (inspirational books as well as textbooks), a complete graded list of Houghton Mifflin Company's books for schools, and an ingenious arrangement of the volumes in the Riverside Literature Series—so contrived that one may see at a glance just what works of Hawthorne, or Longfellow, or Kate Douglas Wiggin, for example, may be obtained in this edition, and for what grade in school each is suitable.

So long as the edition lasts, the publishers will be glad to supply copies of this calendar, gratis, to applicants at their offices in Boston, New York or Chicago.

* * *

The Imperial County Teachers' Institute will be held in El Centro the week beginning March 15th. Several prominent educators will be there at that time, among them being the State Superintendent of Public Instruction and Mark Keppel, Superintendent of Schools of Los Angeles County.

* * *

John Wasson, editor of "Pomona Times" and president of the Board of Trustees of the State Normal School of Los Angeles, died on January 15th, age 75 years.

* * *

The Board of Trustees of the San Francisco State Normal School has adopted resolutions declaring that hereafter in making appointments to assistantships in the faculty their preference would be for men who hold credentials sufficient for a high school certificate and who had taken at least six months' training in the Normal elementary department. Such positions would be filled at $100 per month for one year, with the understanding that at the end of this period the incumbent should go into the public school service, yielding their assistant positions to other men of the same type.

* * *

Duncan MacKinnon, Superintendent of City Schools, returned from the north, after having attended the conventions of both the Southern California Teachers' Association held Christmas week in Los Angeles, and the State Teachers' Association held in San Jose New Year's week.

"The southern association had some advantages over the State association," said Mr. MacKinnon yesterday afternoon, when comparing both sessions. "One of the main advantages was due to the fact that it had the Temple auditorium, the finest theatre west of Chicago, having a seating capacity of 3000. The State association held its meetings in a roller skating rink, and while there was a large attendance, the place was cold and the weather disagreeable, which had a tendency to dampen the enthusiasm that was so prevalent at the convention of the southern association."

The Los Angeles convention is considered one of the most successful ever held by the Southern California Teachers' Association.

Every session was largely attended, and the membership of the association was increased 1000 members. A substantial increase was also made in the treasury, with the addition of $2000.—San Diego Minor.

* * *

Professor George Davidson, head of the geographical department of the State University, has been presented with the Charles P. Daley medal of the American Geographical Society, President Wheeler of the university making the presentation address.

* * *

Superintendent E. C. Moore has completed arrangements for the celebration of Lincoln's Birthday. He has secured a list of prominent men to speak at the various schools.

* * *

The Stanford University faculty committee on public exercises has decided to hold assemblies of the community and invite well known men to appear before the students. Dr. Bert Estes Howard has invited the speakers, among whom will be C. R. Ashbee, the author, artist and craftsmanship worker of London; Sir Wilfred Grenfeld of London, who is known for his work in the slums; Guglielmo Ferrero, the famous Italian historian; Bishop E. H. Hughes, former president of DePauw University; Rev. Charles R. Brown of Oakland, and Charles F. Dole, pastor of the Jamaica Plains Unitarian Church, located near Boston.

* * *

Dr. W. P. Smith of Redlands delivered a scholarly address on "Literature and Life" before the "Contemporary Club."

* * *

County Superintendent Mitchell of Orange County is taking an active interest in establishing a Polytechnic High School in the county.

* * *

D. R. Augsburg, who has accomplished so much in making color art drawing so that all pupils and teachers can learn, is now located in Chicago. He will send you the first lesson on his new color work free. Address D. R. Augsburg, 736 Fullerton Boulevard, Chicago, Ill.

* * *

La Manda Park School District, one of the oldest in Los Angeles County, has been annexed to Pasadena City for school purposes only.

* * *

Compton Union High School is running three coaches transporting pupils to and from the high school.

* * *

Bell, Fruitland, Huntington Park City, and Vernon City, are forming a Union High School in Los Angeles County.

Hollywood Union High School's new $10,000 gymnasium is ready for use.

* * *

New school districts have been organized in Los Angeles County as follows: Antelope, Belmont Heights City, Saugus, Somerset, and Washington Park.

* * *

Superintendent Mark Keppel's offices, and the offices of the Los Angeles County Board of Education will occupy the entire second floor of the International Bank Building, at the corner of Temple and Spring streets, after February 1, 1909.

* * *

Book Notes.

Children's Classics in Dramatic Form by Augusta Stevenson. Houghton, Mifflin Co., publishers. Price 40 cents.

This book is intended to accomplish three distinct purposes; first, to arouse a greater interest in oral reading; second, to develop an expressive voice, and third, to give freedom and grace in bodily attitudes and movements which are involved in reading and speaking. The stories given are for the most part adaptations of favorite tales from folklore—Andersen, Grimn, Aesop, and the Arabian Nights having been freely drawn upon. An excellent book for third and fourth grades.

* * *

"Good Citizenship" by Julia Richman, District Superintendent of Public Schools, New York City, and Isabel Richman Wallach. American Book Co., publishers. Price 45 cents.

This book treats, in a manner well adapted to interest young children, of the fire department, the police department, the street cleaning department, and the health department, as organized and administered in all large cities, with comments upon the duties of good citizens to each of these departments of the city government. It is planned to meet the needs of fourth year children, and although designed as a supplementary reader in civics, it contains much of dramatic interest, many ethical lessons, and a clear statement of the child's opportunities for rendering civic service. It will be of real help to all teachers who aim to bring children to a realization of their best selves, and to all children who are capable of appreciating the worth of good citizenship.

* * *

"How the World is Clothed" by Frank George Carpenter, author of Carpenter's Geographical Readers. American Book Co., publishers. Price 60 cents.

This is the second of a series of readers on commerce and industry, and takes the children in a personally conducted tour around the world to investigate the sources of their clothing. They start out first to those regions which produce the vegetable fibers of com-

merce, including cotton, flax, hemp, and jute. Then comes the study of animal fibers, such as wool and silk; of leather, rubber, and furs: and this plan is followed as to every other article which forms a part of clothing including feathers and jewels, needles and pins. The book takes up not only the production of the raw material, but also its transportation and the processes of its manufacture. The personal element is never absent, the style of the narrative is simple, and the subject-matter most interesting. The illustrations are numerous and novel. The book will be valuable, not only for teaching the children about the industries described, but also in giving them a live geographical knowledge which cannot be imparted by the ordinary text-book.

* * *

Chamberlain's Standards in Education, Including Industrial Training by Arthur Henry Chamberlain, B.S., A.M., Dean and Professor of Education, Throop Polytechnic Institute. Cloth, 12mo, 265 pages. Price $1.00. American Book Company, New York, Cincinnati, and Chicago.

This book is the first educational text written from the industrial point of view. The problems of modern education are taken up in such a manner as to make them understood by those without the school as well as by those inside of it, and the treatment shows clearly the relation of the school atmosphere to the life of the outside world. Simple and clear in statement, only the great issues of education are dealt with. It is the aim of the author not only to interest and instruct, but to inspire to further study and thought on the part of the reader. Realizing fully the inadequacy of present-day school training, the weaknesses in our courses of study, and the lack of balance between school and home life and conditions as they exist in the commercial and industrial world, Professor Chamberlain has produced a book that will be welcomed by teachers. He has given exhaustive study to educational problems, and is an authority on all phases of industrial and technical education.

* * *

Schiller's Jungfrau von Orleans, edited by Warren Washburn Florer, Instructor in German, University of Michigan. American Book Co., publishers. Price 70 cents.

This edition has been prepared for the needs of the students in high schools and colleges where an early reading of a classic is contemplated. The aim of the edition is to introduce the students to the elements of literary interpretation and to stimulate in them a desire to read the drama as a work of art. The introduction gives a faithful picture of France at the coming of the Maid of Orleans, a short sketch of her life, suggestive hints as to Schiller's use of history and of the most important literary sources. The footnotes interpret the simplest problems of the drama, and will assist the students in obtaining a conception of the work as a whole.

Dr. Charles W. Decker, the well known dentist, has removed to near his old quarters in the Phelan Building, 760 Market street. Dr. Decker is not only an expert dentist, but as a citizen has always taken an active interest in the betterment of conditions, on Board of Education, public improvement societies, and as a pioneer native son. He is on the 3rd floor, rooms 308, 309, 310. Telephone Kearny 1630.

* * *

The Macmillan Company have just issued Robert Louis Stevenson's "Kidnapped" with notes and introduction by John Thompson Brown. The volume belongs to their popular Pocket Classic Series. Price 25 cents.

* * *

School officials who have to revise their Courses of Study this spring should write Superintendent A. L. Hamilton of Pasadena for his City Courses of Study issued last November if they wish to see an ideal correlation of the subjects of Morals and Manners, Civics, Physiology, Hygiene, and Supplementary Reading.

* * *

A snap—29 volumes (Stoddent Reprint) Britannica Encyclopedia, price $20.00, in good condition, or (Pede Reprint) Britannica Encylopedia, 25 volumes, $12.50. Chas. E. Cox, Books Old and New, 757 Golden Gate Avenue, San Francisco, Cal.

* * *

Bird and Arbor Day Bill.

March 7, the anniversary of the birthday of Luther Burbank, is hereby set apart and designated Bird and Arbor Day. All public schools and educational institutions are requested to observe Bird and Arbor Day, not as a holiday, but by suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them.

The Bird and Arbor Day movement originated in the Department of Agriculture of the United States.

Arbor Day has been a regular institution in several states since about 1894, and Bird Day since 1896.

The California movement for a combined Bird and Arbor Day originated in the California Club of California.

It has the endorsement of the California Club, California Teachers' Association, California Audubon Society, California Federation Woman's Clubs, and Cooper Ornithological Club.

The movement in favor of Arbor Day has been promoted by the Native Sons and Native Daughters of the Golden West, and by many organizations.

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The Emporium is a most modern shopping place, and a place where a stranger coming into town is immediately cared for. It offers the largest and best stock of merchandise in California.

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The Emporium not only provides everything for a woman's comfort, but likewise saves her so much time. In rainy weather, she doesn't need to leave the store all day, as she will find everything she needs for the day's comfort. Telephone booths enable her to call up friends to assist her in her shopping. She can meet them in the waiting room—second floor—rear. This is also a pleasant place to rest, as it is luxuriously furnished, provided with couches, library tables with all the magazines, with current literature and writing tables and stationery. Adjoining this is a splendidly equipped lavatory and dressing room with a maid in attendance. There is also an emergency hospital with a trained nurse in charge, where medical attention may be had free of expense in case of sudden sickness or accident. On the same floor, she will find the manicuring and hair dressing parlors, where the best service in the city is provided at the cheapest rates. At noon-time, a delicious and tempting lunch may be procured at the Cafe on the Mezzanine floor at the head of the Grand Staircase. Prompt, efficient service and inviting environments make this San Francisco's most popular lunching place.

* * *

HUMANE CALENDARS

Humane Calendars designed particularly for use in schools, are printed annually by a Humane Education Committee in Providence, R. I. They are sold at cost, which is six cents apiece and postage when ordered by the hundred. Single copies are ten cents each, and postage. Postage usually is about two cents each in lots, and much more singly, about six or seven cents.

The calendars may also be obtained with special headings. For instance by ordering one or two hundred in advance in the fall, the name of a local humane society and its officers and headquarters, may be printed in the heading, without extra charge possibly.

A limited number of calendars may be ordered from the address below. But postage has already been paid on these from the East, and at least 15 cents must be allowed on a single calendar, and 12 cents if ten or more are ordered sent to one address. (Mrs.) ALICE L. PARK, 611 Gilman Street, Palo Alto.

Under date of January 19, 1909, one of California's County Superintendents writes:

*" * * * It (Mace) appears to me to be pedagogically sound in every respect. * * * I am glad to be able to say that if a change is to be made in the History text, I know of no book that seems better made for the purpose of schoolroom work than is Mace's."*

Under date of January 2, 1909, a special teacher of History in California says:

"I have examined the book (Mace) carefully, and it has been used extensively by many of my pupils. It is the most popular history on my desk, among a dozen others.

"I should be much pleased to see it adopted as the State text. It is the best book it has been my privilege to examine. I shall recommend the purchase of a supplementary set for our school."

Under date of February 1, 1909, the President of a California County Board states:

*"Last year we put Mace's History on the list of supplementary books. Before adopting it I gave it a good test in my school. * * * It was in demand all the time. The children like it because it is written in language they can read and understand. I hope the State will adopt it for use all over California."*

A city principal, known for his special interest in History, has this to say, in a signed statement:

"I speak from the standpoint of supervisor and teacher. There are several good history texts in the field and I am not a man of one book, but Mace measures up more fully to my standard of what constitutes a good history in the grades than any other text."

The crucible of the schools:

During the spring of 1908 adoptions were on in Washington, where the counties and towns adopt independently of each other. Mace had already been the adopted book in nineteen (out of the thirty-seven) counties of the State, as well as in sixty of the independently cities and towns. Against new adoptions *Mace held its own in every single instance,* and without any defensive campaign. In other words it was continued, or re-adopted, wherever it had been used, and was newly adopted by many additional towns and cities in the State.

On the other hand Mace's chief competitor in Washington *was discontinued by nearly every city and town* using it. It was a case of house-cleaning, and a clean sweep. And the counties were eager to follow suit, but their contracts had two years still to run.

Alameda, February 2, 1909.

W. J. K.

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Portfolio No. 3 covers the sixth, seventh and eighth grades—medium used, Bradley's Standard Water Colors—B-1 box. Per sent, 35 cents.

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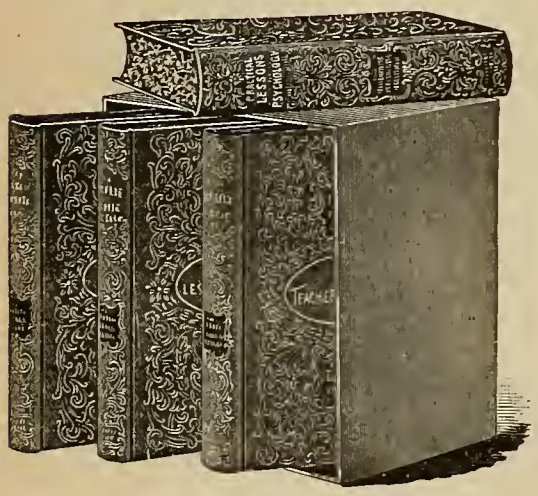

Under the above title, there has recently been issued a collection of fine standard 12mo volumes of unexampled interest and value. No other collection of the kind so happily covers the whole field of pedagogical literature; no other collection meets so fully and satisfactorily all the actual needs of the public school teacher.

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This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

March, 1909

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The Western Journal of Education

Vol. XIV MARCH, 1909 No. 3

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FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HAYTT, Secretary of Board...Supt. of Public Instruction, Sacramento

Little Talks by the Way

State Board Change Again

I have been fighting shy of this subject during the whole session of the Legislature, on the theory that it was settled at the last election. Two or three bills are already introduced to change the State Board of Education, however, without suggestion or countenance of me or mine. From letters coming in and conversations that occur it looks to me as if a change were surely coming in spite of us within a few years. The five normal school presidents at present constitute a clear majority of the whole Board; and if the school at Fresno be established the majority will be increased to six. Would it not be wise for school people to get together and have some finger in shaping an inevitable change? Now is the time to do it.

* * *

How Would This Do?

How would it do to have a Board of five members, thus:

1. The Professor of Pedagogy at the State University.
2. The Superintendent of Public Instruction.
3. The President of a State Normal School, appointed by the presidents of the State Normal Schools (or by the Governor).

4. A County Superintendent of Schools, appointed by the Superintendents' Biennial Convention (or by the Governor).

5. A City Superintendent of Schools, appointed by the Superintendents' Biennial Convention (or by the Governor).

Appointive members to represent different sections of the State so far as possible and to be appointed for eight year terms.

Really, that looks better to me than anything I have seen suggested. It is a small Board that can easily get together and do business. The theoretical and the practical are evenly balanced. It is representative of our school elements. It is a permanent body, slow to change. True, it leaves off the Governor and the President of the University—but they are both so weighed down by ten thousand other things that they would welcome relief from the routine of this Board work; and both are represented in a way. This has not been proposed in the Legislature and so far as I know is not likely to be.

*
* *

Pending School Legislation

There are one hundred and thirty-eight separate and several school laws introduced in the Legislature up to date, and they are now before the educational committees. The one that has excited most controversy is the Constitutional Amendment authorizing the Legislature to provide for the "appointment" of County Superintendents of Schools. This is warmly advocated by the university people and by all City Superintendents who have been here; and is vigorously combatted by all the County Superintendents who have appeared on the scene. It does not seem to appeal favorably to the ordinary legislator and my guess is that it has no chance of passage.

*
* *

A Lovely Village

I had a good visit this month to Auburn, the county seat of Placer County. Auburn is not the loveliest village of the plain, for the sole reason that it isn't on the plain. It is in the Sierran foothills, 1360 feet above sea level. Nearly all its houses are painted white, and they are picturesquely set on hills, in valleys, here and there, peeping out of a sea of verdure. It is in the midst of a series of smoothly rounded hills on

the brink of a stupendous gorge—the canyon of the American River. The country is covered with dark green brush with oaks in the canyons and occasional big pines peeping out. Aeolian Heights, one of the most striking places in the State for scenic effects, is on the edge and over the edge of the great canyon. Beautiful homes are beginning to grow, placed on dizzy projecting points or in sheltered angles. Senator Birdsall lives here with his famous olive orchards and Dr. Van Norden, the author, has a unique dwelling. Professor Price has located his outdoor school for boys here, bringing it down from its old place high in the mountains at Alta.

* * *

The Superintendent's Office

The Placer County Superintendent, C. N. Shane, seems to be a singularly sane, moderate, level headed man, and to have the confidence of his people to an unusual degree. He is serving his second term. His traveling expenses for the past year were only $289. I went to his office in a storm, with the flaw-blown rain whirling every which way, driven by a cold and piercing wind. He has a splendid great big room in the southwest corner of the handsome courthouse. Near the entrance was a magnificent open fire—blazing chunks of coal in a grate—with some comfortable chairs around it in a semi-circle. The teachers and trustees who blew in from the country were mighty thankful to sit down and thaw out before the genial glow, while Mr. Shane sympathetically listened to their tales of weal or woe, or inquired about grandma's roomatiz. The furniture was handsome, heavy oak; there was an abundance of steel filing cases, and of book cases. The County Board met in the same room. A large wall space was covered with burlap, on which were displayed the drawings of some of the prize schools—a great honor. Some fine relief maps of the county, done by pupils, hung about. Several long library tables were there, bearing magazines and books. The whole thing was dignified, comfortable and home like. This is as it should be. The County Superintendent's office should be a credit to the county. Something wrong when it is a dirty, cheerless hole in the rear of the building. Maybe the county lacks intelligence; and maybe the Superintendent lacks git up and git.

The County High School

The County High School at Auburn seems to be a great success. Its principal is John F. Engle, a strong, enterprising man in the prime of life. There are seven teachers and about 150 pupils. The building is new, stands on a commanding hill and cost about $35,000. It is a smaller model of the new high school in the city of Sacramento, by the same architect and costing $250,000.

Dr. Engle is giving a lecture course to the people under the auspices of the school, drawing in such outside skill as Dr. Jordan, Professor Howard, Ng. Poon Chew and others. He gives nine lectures with an entertainment by the school for a season ticket costing $2.50. This is the second year of the course and it is proving very helpful to the community.

The people up there are satisfied that the County High School, controlled by the County Board of Education, is the best possible plan for higher education. Students come in on the railroad and by private conveyance from all over the county. A fine, strong school is built up, with plenty of teachers, good buildings, fine libraries and laboratories and all that. The chemical laboratory, for instance, is in some ways more complete than any I have seen in the State. It has soapstone tables, electric power, gas; and over each student there is a metal hood which he can draw down over his experiment as he works and through which an electric fan sucks away all vapors and bad smells soever.

Opposite to this policy of a single, strong school supported by a small tax rate on the whole county is the plan of a large number of union or district high schools, scattered about in different parts. These are smaller and weaker, of course, and more expensive. But they are closer to the people and they keep the children at home. Take your choice.

* * *

One of the Leaders

E. F. Waldo is one of the teachers. He came here a few years ago from the east with credentials almost entitling him to certification on credentials. And did he pull and haul and coax and whine and bully and hang on for months trying to get a certificate easily? Not he. He read over his books and marched up to the examination—and got his certificate hands down—and everybody was delighted. Possibly it is a little difficult to be certificated in California. But don't

weaken it, friends. It is well worth your pains. It is a protection and a tower of strength when you get it.

* * *

A Relief Map

Mr. Waldo was enthusiastically teaching a physical geography class. They were engaged in making a relief map of the Mt. Shasta region, using the maps of the U. S. Geological Survey. It was a beautifully simple proceeding. These maps show the contour lines, and they were used as patterns, without any change of scale. The lowest contour line was cut out of a sheet of paste board. This was pasted to a wooden board for a base. The next contour was then cut out of paste board and pasted in its proper position on top of the first; and so on with the next and the next. The contours grow smaller all the time and the successive layers of paste board build up the relief. Finally there is a little circle for the top of the mountain and the thing is complete. Of course it may be painted and smoothed up at will afterward.

* * *

Those Splendid Maps

I cannot speak too often nor to highly of the maps of our State that are being issued by the United States Geological Survey. They only cost a few cents each but they are far superior to anything that money can buy of dealers or agents. There is said to be only one other survey in the world that excels the widespread and comprehensive work being done here and now by our federal engineers. These maps are now showing every school house, every dwelling, besides all details of surface and elevation. Every teacher, every pupil ought by all means to have access to the quadrangle containing his own school house; and should study it out, learn to use it in traveling about, find out how to translate it into a living mental picture of the surface of the land. This is real live "geography" teaching, right up to date.

The geographer in Charge of the Survey on the whole Pacific Coast is Thomas G. Gerdine, with headquarters at the federal building in Sacramento. He is a most kindly, helpful gentleman. Any one could get information or maps by addressing him in care of the U. S. Geological Survey at Sacramento. He has promised me to prepare a talk bye and bye,

telling some of the adventure and romance of this great Survey, some of his experiences in different part of the nation—and give it to two or three schools or institutes that speak for it.

* * *

It Looks Good

I have just received a package of circulars from James Vick and Sons, the well known seedsmen of Rochester, New York, unfolding a scheme of theirs for interesting school children in gardening. They supply free instructions and blanks for forming little gardening clubs among the children and agree to answer all letters and inquiries about plants and gardens that the members will write—this in connection with the regular English and Composition work of the schools. They furnish seeds for one cent per package to these clubs; and do a variety of things to make the undertaking go. It looks to me like a fine thing; and I think any teacher interested in that direction will do well to send at once for this material.

* * *

Letter and Comment

"Dear Sir:

I wish to thank you for the kind words spoken of ——— of ——— in the 'Journal.' Having worked with him for seven years in the school room I can fully appreciate all that you so kindly said. Should his home town pay him $1000 a month they would not pay him for what he has done there. He has changed not only the tone of the school but has been a power in the elevation of the youth of that county."

The above letter was written by a teacher who now lives far away from the one to whom it alludes. I do not repeat his name, for once is often enough for one man to be mentioned in one year in this column. It reminds me that there is many a splendid school man and school woman in this State whose name doesn't get into the papers. It is not necessarily the one we read of oftenest, that we hear of all the time, who really makes the deepest impression upon the world. 9900 of us say nothing and saw wood. The other 100 are in the limelight, and we are in danger of getting the impression that they constitute the whole shooting-match. In reality they are only one per cent of the shooting-match.

Tongue Twisters

Here are half a dozen sentences difficult to articulate smoothly. Take one or two of them; pronounce them carefully, distinctly, to the school just after coming in from recess, and have the whole room pronounce them after you in concert; and repeat. Do the same every day for two or three months, now and then changing the sentences. 'Twill have a wonderful influence on the articulation in the reading classes, if you are clever and spirited in managing it.

"A growing gleam glowing green."

"The bleak breeze blighted the bright broom blossoms."

"Six thick thistle sticks."

"Two toads tried to trot to Tedbury."

"She stood at the door of Mrs. Smith's fish sauce shop welcoming him in."

* * *

A Southern Superintendent

Superintendent James E. Reynolds of Ventura County has issued a circular to his school people from which the following extract is taken. It seems to me so wise and public spirited that it is worth repeating to all the State:

"Many thoughtful people throughout our State and country believe there is a laxness, on the part of citizens almost generally, in the observance of law, together with a weakness, on the part of officers, in its enforcement. The graft scandals so frequent in our cities are glaring examples of this, but they are not by any means the commonest examples. For although nearly every man, if asked the question directly, would declare himself in favor of the enforcement of the law of the land, yet there are many and many otherwise excellent citizens who will wink at its violation if it comes in conflict with their own convenience. They may denounce grafters as enemies of the nation; condemn as a crime the evasion of the law on the part of great corporations; deplore the remissness of officers who fail to bring lawbreakers before the bar of justice, and of courts too lenient to impose adequate punishment; but they ignore the fact that their own evasion of the law, although it may be in its effects comparatively insignificant, is precisely the same in principle as that of those they condemn.

"I believe that we, as school officers, should set ourselves by example as well as by precept unequivocally on the

side of the observance and of the enforcement of the law; no matter if at times it be inconvenient to do so, and no matter if the inconvenient law concern a relatively unimportant subject. It can never be unimportant if it can be used as a means to inculcate respect for the law in the minds of pupils in the schools.

"The violation of the holiday law, which usually takes the form of the substitution of another day for the holiday, is especially bad; for the reason that there is hardly a child in school but knows the legal holidays as they come during the year, and is therefore perfectly aware that the law is being violated. There is, of course, no intention to teach that evasion of the law is a small and unimportant matter; the precepts of the school are always right; but here is an opportunity for an example, far more effective than precepts. To substitute another day may suit the convenience of the pupils better, it may better suit the convenience of the teacher, it may better suit the convenience of the parents; but, if so, all the more valuable is the opportunity to show the children that the law comes before convenience of great and small alike.

"I submit that, whatever may have been the practice in the past, school officers and teachers should conform to the law both in letter and in spirit."

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* *

Visiting the Capitol

A number of teachers have already made our office a basis from which to see the capitol and visit the legislature with classes or schools.

Principal Dyer of the Montijo High School at Fairfield was the pioneer to break the way. He came with 15 of his young people, 9 girls and six boys. They seemed to have a magnificent time and heard one of the hottest debates of the year in the Senate, on the Primary Election bill.

Professor Neilsen of the Vallejo High School came with the 22 members of his senior class. The 7th and 8th grades of the Rio Vista School are planning to come on a river steamer, making a grand picnic of it.

The Civics Class of the Oakland High School is also planning the trip by boat and railroad. There are great possibilities in it for an enterprising teacher.

Lincoln Day Booklet

Our Lincoln Day Program with the beautiful flag on the cover, hastily prepared and sent out in a hurry, was certainly a success: not because of its inherent worth but because the time was ripe for it. It was altogether too popular in fact. We printed 5,000 copies, enough for each school district to have one with a few extra for each Superintendent. I am trusting that we got 5,000 blessings for those sent out; and we know we are getting 10,000 curses for those we didn't send. 'Tis a big State. People called for them in steady procession; and sent their friends, their legislators, their children; hundreds of copies were telegraphed for; demands by letter were like the leaves on the trees; we were stuck, swamped utterly, with not a copy to spare! Forty thousand would hardly have supplied the demand. Yet the 5,000 we did print cramped our funds, makes it necessary to economize and pinch in other directions to make it up. And 5,000 official publications usually reaches round the State and leaves no aching voids.

We did not suspect that city teachers would care for it, as they are near book stores and libraries—but a large demand came from them. The copies sent to the most distant countries had no covers—they could be sent several days earlier that way. Next Centennial we shall try to do better.

* * *

A Giant Megaphone

Our office is away up in the third floor of the classic State Capitol. Its great windows look out over the tree tops, over the tall buildings of the city, afar across the fertile lands of California. As I look abroad I often think how fine it would be if we had a mighty megaphone with which we could lean out of the window and bellow forth some specially vital message to all our 10,000 trustees or all our 10,000 teachers at once! Bellow it in stertor voice, so they could not choose but hear, every one! The first message would be this:

Sa-a-a-y! Have you got a good **Title** to your school grounds? And is it duly **Recorded** in proper shape?

What? You haven't? What's the reason you haven't? Don't neglect it another day. Your school must own its lands. The school may lose its buildings. Your successors may have troubles untold. You are wronging the future if you don't get a good Title now to your school site. Attend to it! A duty performed is a rainbow to the soul!

Another Blast

Raising the megaphone again, I would crack my voice in an effort to reach all the teachers and the City Superintendents:

"Ahoy!" Do you people, every one, know that it is the intent of the laws of this sovereign State of California that the school children shall not buy anything for school use but the regular prescribed series of text-books? No one has a legal right to require children to buy supplemental books, tablets, note-books, or anything else but the regular text-books. Anything beyond that the school should buy, not the children. If the school can't or won't—then we should go without it. This has been the law of the land for lo these many years. Some of us have neglected it, evaded it, defied it—some mayhap have laughed it to scorn. All of which is a poor way to teach civic righteousness. Now the legislature is moving to make it a penal offense for a teacher or Superintendent to infringe in any way upon the intent of this provision.

* * *

ROOSEVELT APHORISMS.

No man and no set of men should be allowed to play the game of competition with loaded dice.

The tasks this nation has to do can be done best of all by the direct and simple application of homely common sense.

The application of common sense to common problems for the common good, under the guidance of the principles upon which this republic was based, spells perpetuity for the nation, civil and industrial liberty for its citizens and freedom of opportunity in the pursuit of happiness for the plain American, for whom this nation was founded, by whom it was preserved and through whom alone it can be perpetuated.

When necessary, the private right must yield, under due process of law and with proper compensation, to the welfare of the commonwealth.

The enactment of a pure-food law was a recognition of the fact that the public welfare outweighs the right to private gain, and that no man may poison the people for his private profit.

We stand for the right of every children to a childhood free from grinding toil, and to an education.

In international matters we apply a system of diplomacy which puts the obligations of international morality on a level with those that govern the actions of an honest gentleman.

Educational Bills Introduced into the Legislature.

By Job Wood, Jr.

Since the list of bills relating to education given in the "Journal" for February, the following bills have been introduced:

Senate Bill, No. 367. Introduced by Senator Roseberry.

An act to add a new section to the Political Code, to be known as Section Eighteen Hundred and Thirty-nine a, relating to school district tax.

* * *

Senate Bill, No. 490. Introduced by Senator Birdsall.

An act to locate and procure a site and prepare plans and specifications for a building or buildings for a State Normal Training School and to make an appropriation therefor.

* * *

Senate Bill, No. 505. Introduced by Senator Estudillo.

An act to amend Section Seventeen Hundred and Seventy-one of the Political Code of the State of California relating to the powers of the County Board of Education.

* * *

Senate Bill, No. 517. Introduced by Senator Price.

An act to amend Sections 1715 and 1716 of the Political Code, relating to school libraries.

* * *

Senate Bill, No. 518. Introduced by Senator Price.

An act to amend Section 1565 of the Political Code, relating to teachers' institutes and library funds.

* * *

Senate Bill, No. 519. Introduced by Senator Price.

An act to provide county library systems.

* * *

Senate Bill, No. 567. Introduced by Senator Bates.

An act to allow unincorporated towns and villages to establish, equip and maintain public libraries; to provide for the formation, government and operation of library districts; the acquisition of property thereby; the calling and holding of

elections in such districts; the assessment, collection, custody and disbursement of taxes therein; and to create boards of library trustees.

* * *

Senate Bill, No. 630. Introduced by Senator Holohan.

(This bill is intended to amend the law relating to cities of the fifth class and to allow them to vote bonds for forty years in place of ten as at present. This will make the law in accord with law governing issuance of bonds in other districts.)

* * *

Senate Bill, No. 702. Introduced by Senator Wolfe.

An act to amend Section Ten of an act entitled, "An Act to Create and Administer a Public School Teachers' Annuity and Retirement Fund in the Several Counties, and Cities and Counties in the State," approved March 26, 1895, and amended March 29, 1897, and amended March 23, 1901, and amended March 20, 1903.

* * *

Senate Bill, No. 762. Introduced by Senator Black.

An act to amend Section 2293 of the Political Code relating to the powers and duties of the board of trustees of the state library.

* * *

Senate Bill, No. 803, by Senator Thompson; also Senate Bill, No. 815, by Cenator Curtin, and Assembly Bill, No. 1310, by Mr. Sackett, are all intended to amend the high school law (Sec. 1670 of the Political Code). Senator Thompson's bill seems to be the one to carry all the amendments since it has been sectionized and all the best features of the old law retained.

* * *

Senate Bill, No. 809. Introduced by Senator Black.

An act adding a new section to the Political Code of the State of California to be numbered Section 1584, relating to school districts.

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Senate Bill, No. 909. Introduced by Senator Caminetti.

An act to amend Section 1662 of the Political Code.

Senate Bill, No. 955. Introduced by Senator Thompson.

An act to add a new section to the Political Code of the State of California, to be known and numbered Section One Thousand Eight Hundred Ninety-four, relating to school buildings, school sites and play grounds.

* * *

Senate Bill, No. 964. Introduced by Senator Curtin.

An act to add a new section to the Political Code of the State of California, to be numbered 1622a, relating to apportionment of school funds.

* * *

Senate Bill, No. 983. Introduced by Senator Curtin.

An act validating bonds heretofore voted and issued by joint union high school districts.

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Senate Bill, No. 1002. Introduced by Senator Thompson.

An act to validate all bonds heretofore issued, or ordered to be issued by or on behalf of any school district, high school district, union high school district, or joint union high school district, where authority for such issuance has already been given by vote of more than two-thirds of the electors of such district.

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Senate Bill, No. 1006. Introduced by Senator Strobridge.

An act to appropriate money for promoting the study of agriculture in elementary and secondary schools.

* * *

Senate Bill, No. 1042—Hartman, Feb. 11. To Com. on Edu.

An act to amend Section 1550 of the Political Code of the State of California, relating to salaries of deputy superintendents of schools.

Feb. 11—Read first time. To printer.

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Senate Bill, No. 1077—Thompson, Feb. 11. To Com. on Edu.

An act to amend Section 1880 of the Political Code, relative to elections for issuance of school bonds.

Feb. 11—Read first time. To printer.

Senate Bill, No. 1078—Thompson, Feb. 11. To Com. on Edu.

An act to amend Section 1881 of the Political Code, relative to giving notice of election for issuance of school bonds.

Feb. 11—Read first time. To printer.

* * *

Senate Bill, No. 1079—Thompson, Feb. 11. To Com. on Edu.

An act to amend Section 1882 of the Political Code, relative to the contents of notices of election for issuance of school bonds.

Feb. 11—Read first time. To printer.

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Senate Bill, No. 1133—Anthony, Feb. 11. To Com. on Edu.

An act to add a new section to the Political Code, to be known as Section 1665a, providing for the establishment and maintenance in cities of the first class of one or more public schools called Cosmopolitan Schools, in which shall be taught the French, Italian, and German languages, in connection with the English branches.

Feb. 11—Read first time. To printer.

* * *

Senate Bill, No. 1145—Roseberry, Feb. 11. To Com. on Edu.

An act for the establishment in the city of Santa Barbara of a state normal school of manual arts and home economics, and making an appropriation therefor.

Feb. 11—Read first time. To printer.

* * *

Senate Bill, No. 1188—Thompson, Feb. 12. To Com. on Edu.

An act to amend Section 1662 of the Political Code of the State of California, relating to the number of years of instruction in the day and evening elementary schools; determine the age of admission to the day and evening elementary schools, and providing for separate schools for Indian, Mongolian and Chinese children, and authorizing the exclusion of children of filthy or vicious habits.

Feb. 12—Read first time. To printer.

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Senate Bill, No. 1189—Thompson, Feb. 12. To Com. on Edu.

An act to amend Section 1617 of the Political Code of the State of California, relating and defining the powers and

duties of trustees of school districts and of boards of education in cities.

Feb. 12—Read first time. To printer.

* * *

Senate Bill, No. 1194—Curtin, Feb. 12. To Com. on Edu.

An act to amend Section 1617 of the Political Code of California, relating to the powers and duties of Boards of School Trustees and City Boards of Education.

Feb. 12—Read first time. To printer.

* * *

Senate Bill, No. 1213—Caminetti, Feb. 12. To Com. on Edu.

An act to amend Section 25 of an act entitled, "An Act to establish a tax on gifts, legacies, inheritance, bequests, devises, successions and transfers, to provide for its collection, and to direct the disposition of its proceeds; to provide for the enforcement of liens created by this act and for suits to quiet title against claims of liens arising hereunder; to repeal an act entitled An Act to establish a tax on collateral inheritances, bequests, and devises, to provide for the collection, and to direct the disposition of its proceeds, approved March 23, 1893, and all amendments thereto, and all acts and parts of acts in conflict with this act," approved March 20, 1905, relating to the disposition of proceeds of the tax levied under the same.

Feb. 12—Read first time. To printer.

* * *

Senate Bill, No. 1214—Caminetti, Feb. 12. To Com. on Edu.

An act to amend an act entitled, "An Act relating to revenue and taxation, providing for a license tax upon corporations, and making an appropriation for the purpose of carrying out the objects of this act," approved March 20, 1905, and all acts and laws amendatory thereof and supplementary therto, by adding a new section thereto, relating to the disposition of the proceeds of the license tax collected under the disposition thereof.

Feb. 12—Read first time. To printer.

* * *

Senate Bill, No. 1218—McCartney, Feb. 12. To Com. on Edu.

An act to promote education in literature, music and the fine arts, and making an appropriation therefor.

Feb. 12—Read first time. To printer.

Beginning with number 1042, that bill and those senate bills following are not yet printed. They are reported from the history.

* * *

Following is a list of the bills relating to education introduced in the Assembly since the last issue of the "Journal."

Several of these bills are, no doubt, repeated in the list of Senate Bills given above. Owing to rush I have not had time to compare and cut out duplicates.

Assembly Bill, No. 567. Introduced by Mr. Hinkle.

An act to amend Section 1665 of the Political Code relative to the course of study in public schools of the State of California.

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Assembly Bill, No. 629. Introduced by Mr. Sackett.

An act entitled "An Act to amend Section 1880 of Article XXI of the Political Code by increasing the purposes for which school bonds may be voted."

* * *

Assembly Bill, No. 630. Introduced by Mr. Sackett.

An act entitled "An Act to amend Section 1564 of Article IV of the Political Code by increasing the allowance of money for conducting separate teachers' institutes."

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Assembly Bill, No. 631. Introduced by Mr. Sackett.

An act entitled "An Act to amend Section 1533 of Article II of the Political Code by providing a Superintendents' annual convention."

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Assembly Bill, No. 632. Introduced by Mr. Sackett.

An act entitled "An Act to amend Sections 1713 and 1714 of Article XIII of the Political Code in regard to the apportionment of school library funds."

* * *

Assembly Bill, No. 633. Introduced by Mr. Sackett.

An act entitled "An Act to amend Section 1560 of Article IV of the Political Code of California by providing for joint institutes or conventions of teachers."

Assembly Bill, No. 670. Introduced by Mr. Sackett.

An act to amend Section 1617 of Article VII of the Political Code relating and defining the powers and duties of trustees of school districts and of boards of education in cities by changing the provisions of certain sections, by adding new sections and by renumbering certain sections.

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Assembly Bill, No. 671. Introduced by Mr. Sackett (by request.)

An act to prevent the formation and prohibit the existence of secret oath-bound fraternities in the public schools.

* * *

Assembly Bill, No. 672. Introduced by Mr. Sackett (by request.)

An act to amend Section 1543 of Article III of the Political Code by specifying more particularly the powers and duties of county, and City and County Superintendents of Schools, by giving County Superintendents a veto on the employment of teachers, and by giving County Superintendents power to appoint census marshals, and by specifying more particularly the duties of county auditors and county treasurers with respect to school warrants and school accounts.

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Assembly Bill, No. 673. Introduced by Mr. Sackett.

An act to amend Article XVI of the Political Code in regard to County Boards of Education.

* * *

Assembly Bill, No. 686. Introduced by Mr. Sackett.

An act to amend Section 1663 of the Political Code by classifying the day and evening elementary and secondary schools of California, determining who may be employed to teach in said schools, and by defining the powers of county, and city and county Boards of Education with respect to courses of study and the examination and graduation of pupils.

* * *

Assembly Bill, No. 687. Introduced by Mr. Sackett.

An act to amend Section 1532 of Article II of the Political Code by defining the duties of the Superintendent of Public Instruction.

Assembly Bill, No. 688. Introduced by Mr. Sackett (by request.)

An act to amend Section 1662 of the Policital Code by determining the number of years of instruction in the day and evening elementary schools; determining the age of admission to the day and evening elementary schools, and providing for separate schools for Indian, Mongolian and Chinese children, and authorizing the exclusion of children of filthy or vicious habits.

* * *

Assembly Bill, No. 689. Introduced by the Committee on Education.

An act to amend an act entitled "An Act creating a fund for the benefit and support of high schools and providing for its distribution, by changing the term high school to secondary school and apportioning six hundred dollars to each school in place of one-third of the total amount," approved March 6, 1903.

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Assembly Bill, No. 714, by Mr. Maher, is identical with Senate Bill, No. 630.

* * *

Assembly Bill, No. 724. Introduced by Mr. Cattell.

An act to amend section 1874 of the Political Code, adding certain new sections, and changing the number of Section 1874a, all relating to text-books.

* * *

Assembly Bill, No. 727. Introduced by Mr. Sackett.

An act to amend Section 1636 of the Political Code of the State of California, relating to taking the school census by providing for signature of parent or guardian to census and by providing a fine for those refusing to give in the school census.

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Assembly Bill, No. 750. Introduced by Mr. Collier.

An act to amend Section 1771 of the Political Code of California relative to the powers of the County Board of Education.

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Assembly Bill, No. 735. Introduced by Mr. Hans.

An act to amend Section 1576a of the Political Code of the State of California, relating to clerks of school districts.

Assembly Bill, No. 734. Introduced by Mr. Hinkle.

An act to amend Section 1668 of the Policital Code of the State of California, relating to physical culture and exercise.

* * *

Assembly Bill, No. 766. Introduced by Mr. Dean.

An act to establish the Northern California Polytechnic School in the County of Shasta, and making an appropriation therefor.

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Assembly Bill, No. 934. Introduced by Committee on Education.

An act to amend an act entitled, "An Act to continue in force school teachers' certificates, State educational documents, and life diplomas," approved February 5, 1880.

* * *

Assembly Bill, No. 938. Introduced by Mr. Hans.

An act to amend Section 1563 of the Political Code of the State of California, relating to teachers salaries during attendance at institutes.

* * *

Assembly Bill, No. 842. Introduced by Mr. Nelson.

An act to amend Section 10 of an act entitled, "An Act to create and administer a public school teachers' annuity and retirement fund in the several counties, and cities and counties in the State," approved March 26, 1895, and amended March 29, 1897, and amended March 23, 1901, and amended March 20, 1903.

* * *

Assembly Bill, No. 783. Introduced by Mr. Melrose.

An act to appropriate $3,000.00 for the purchase of additional furniture and equipment for the use of the State Normal School at Los Angeles and to make necessary repairs and improvements in the building of said normal school.

* * *

Assembly Bill, No. 956. Introduced by Mr. Cogswell.

An act to amend Section 650 of the Civil Code of the State of California, relating to the powers of boards of trustees of colleges and seminaries of learning.

Assembly Bill, No. 997. Introduced by Mr. Beatty.

An act to amend Section 650 of the Civil Code relating to the powers of boards of trustees of colleges and seminaries of learning.

* * *

Assembly Bill, No. 1040. Introduced by Mr. Johnson of San Diego.

An act establishing a State polytechnic school at Escondido, County of San Diego, State of California, and making an appropriation for the construction of said building and the maintenance of said school.

* * *

Assembly Bill, No. 1089. Introduced by Mr. Sackett.

An act to add a new section to the Political Code relating to school buildings, school sites and play grounds, to be known and numbered as Section 1894.

* * *

Assembly Bill, No. 1102. Introduced by Mr. Bohnett.

An act to amend Section 1696 of the Political Code of the State of California, relating to the duties of teachers.

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Assembly Bill, No. 1103. Introduced by Mr. Bohnett.

An act to amend Section 652 of the Civil Code of the State of California, relating to the consolidation of colleges and institutions of higher education.

* * *

Assembly Bill, No. 1138. Introduced by Mr. Beban.

An act to amend Section 1552 of the Political Code of the State of California, relating to the traveling expenses of county, and city and county Superintendents.

* * *

Assembly Bill No. 1205—Coghlan, Feb. 11. To Com. on Edu.

An act to provide for the registration and licensing of teachers of music in the State of California, providing for a State Board of Examiners in music, fixing fees and compensation.

Feb. 11—Read first time. To printer.

Assembly Bill, No. 1209—Hammon, Feb. 11. To Com. on Edu.

An act to amend Sections 1634 and 1639 of the Political Code, relating to the duties of the school census marshal, and his compensation.

Feb. 11—Read first time. To printer.

* * *

Assembly Bill, No. 1283—Lightner, Feb. 11. To Com. on Edu.

An act to add a new section to the Political Code to be known as Section 1665a, providing for the establishment and maintenance in cities of the first class of one or more public schools called Cosmopolitan Schools, in which shall be taught the French, Italian and German languages in connection with the English branches.

Feb. 11—Read first time. To printer.

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Assembly Bill, No. 1310, by Mr. Sackett, is practically identical to Senator Thompson's High School Act.

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Assembly Bill, No. 1311—Sackett, Feb. 11. To Com. on Edu.

An act to amend Sections 1596, 1597, 1598, 1599, 1600, 1601 and 1602 of the Political Code, all relating to elections for school trustees.

Feb. 11—Read first time. To printer.

* * *

Assembly Bill, No. 1349—Whitney, Feb. 12. To Com. on Edu.

An act to amend Section 1670 of the Political Code of the State of California, relating to high schools.

Feb. 12—Read first time. To printer.

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Assembly Bill, No. 1364—Hans, Feb. 12. To Com. on Edu.

An act to amend Section 1622 of the Political Code, relating to teachers' salaries and fixing a minimum amount to be paid.

Feb. 12—Read first time. To printer.

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Beginning with No. 1205 I have given the list in a different way owing to the fact that the bills are not yet printed. These are taken from history.

Educational Bills That Are Now Laws.

By Job Wood, Jr.

The following bills have been signed by the Governor and have become laws:

Assembly Bill, No. 125.

During the term of Governor Budd $80,000 was borrowed from the fund of deceased persons and placed in the general fund to keep the tax rate lower for that time. This bill pays this money back to the proper fund and gives the general school fund $80,000 more money. No. 124 authorizes the Board of Examiners to loan this money and to place the interest in the school fund. The estate of deceased persons who leave no heirs escheats to the State and after a certain length of time goes into the State School Fund, the interest of which is used for the support of elementary schools.

* * *

Assembly Bill, No. 125. Introduced by Mr. Sackett.

An act transferring the sum of $80,000 from the General Fund to the Estates of Deceased Persons Fund.

The people of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. Immediately upon the approval of this act the controller and treasurer of State are hereby directed to transfer from the general fund to the estate of deceased persons fund the sum of eighty thousand dollars, to reimbuse said estates of deceased persons fund in the amount borrowed therefrom in pursuance of an act approved March nineteenth, eighteen hundred and ninety-one.

Sec. 2. This act shall take effect immediately.

* * *

Assembly Bill, No. 124. Introduced by Mr. Sackett.

An act to provide for the investment of the moneys in the Estates of Deceased Persons Fund and also to provide for payment of interest received into the State School Fund.

The people of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. Whenever and as often as there is in the State treasury to the credit of the Estates of Deceased Persons Fund (in excess of the retention hereinafter provided for) the sum of ten thousand dollars or more, the State Board of Ex-

aminers must invest the same in the bonds of this State, or in the bonds of the United States, or in the bonds of the several counties, city and county, cities or towns, or school districts of this State; the investments to be made in such manner and on such terms as the board shall deem best for the fund; provided, that no investment shall be made which with the amounts previously invested shall reduce the uninvested portion of the fund below the amount of ten thousand dollars.

Sec. 2. Bonds purchased by the State Board of Examiners under the provisions of this act must be delivered to the State treasurer, who shall keep them as a portion of said Estates of Deceased Persons Fund, and the interest upon such bonds shall be paid into the State School Fund and apportioned like other moneys employed for the support of common schools.

Sec. 3. It is the intent of this act that there shall at all times be retained in said Estates of Deceased Persons Fund, in the form of cash, available for meeting the demands of persons holding legal claims against such fund, the sum of at least ten thousand dollars, and whenever by reason of payments made out of the fund the amount of cash therein shall be reduced below the specified amount of ten thousand dollars, it shall be the duty of the State Board of Examiners to sell such bonds belonging to said fund as they may deem proper, for the purpose of making good the cash retention of ten thousand dollars.

Sec. 4. This act shall take effect from and after its passage.

* * *

Assembly Bill, No. 246, changes the law regarding fees for granting certificates. In the past graduates of State Normal Schools were not required to pay the fee as other teachers. Under this law all applicants for certificates excepting for temporary must pay the fee of $2.00.

* * *

Assembly Bill, No. 246. Introduced by Mr. Sackett.

An act to amend Section 1565 of the Political Code, referring to Teachers' Institute and Library Funds.

The people of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. Section 1565 of the Political Code is hereby amended so as to read as follows:

Section 1565. Except for a temporary certificate, every applicant for a teachers' certificate, or for the renewal of a certificate, upon presenting his application, shall pay to the county superintendent a fee of two dollars. All money so received by the county superintendent shall immediately be deposited by him in the county treasury. The county treasurer shall credit one-half of all moneys so received to a separate fund to be known as the teachers' institute fund and the other half to a fund to be known as the teachers' library fund. The teachers' institute fund may be expended in payment of the services of such instructors in the county teachers' institute as are not teachers in the public schools of the county in which such institute is held. For this purpose warrants may be drawn by the auditor upon the request of the county superintendent. The teachers' library fund may be expended, in a similar manner for the establishment of a teachers' library. The county superintendent may act as librarian thereof but whenever in any county there is a county library, the county superintendent may require the county treasurer to credit all moneys payable to the teachers' library fund to the county library fund, and may transfer to the county library all books and other property belonging to the teachers' library, and thereupon the county library shall administer the teachers' library as part of itself; but all funds received from the county superintendent in accordance with this section shall be expended exclusively for the purchase and maintenance of books of professional interest to teachers.

Sec. 2. All acts and parts of acts inconsistent with this act are hereby repealed.

* * *

Senate Bill, No. 77, authorizes boards of school trustees and boards of education to report to the Board of Supervisors the amount of money needed for school purposes during the year in addition to the money raised from State and County for this purpose. This is to prevent the trouble of special tax elections. It does not do away with the special tax election but is another way of getting more school money when it is needed.

Senate Bill, No. 77. Introduced by Senator Martinelli.

An act to add a new section to the Political Code to be numbered 1840, relating to the levy and collection of special district school funds.

The people of the State of California, represented in Senate and Assembly, do enact as follows:

Section 1. A new section is hereby added to the Political Code to be numbered 1840 to read as follows:

1840. The board of school trustees or board of education of any school district or of any city may, at least fifteen days before the 1st day of the month in which the board of supervisors is required by law to levy the taxes required for county purposes, submit to the county superintendent of schools an estimate of any amount of money in excess of the amounts derived from the State and county funds which will be required for the maintenance of any school or schools in their several districts for the ensuing school year. The county superintendent of schools shall thereupon examine said estimates and submit copies of the same with his approval or disapproval endorsed thereon to the board of supervisors and to the county auditor at the time he submits to them his estimate for the county school tax for the ensuing school year. If the county superintendent of schools approve such estimate the said board of supervisors (may) at the time and in the manner of levying other taxes levy and cause to be collected in the several school districts (for which estimates have been submitted and approved as herein provided, the excess amounts so estimated and approved.) The funds so levied and collected shall be known as the special school fund of ..... school district (as the case may be) and shall be available for any and all of the purposes for which the school funds derived from the State and county may be used and the moneys drawn from it shall be paid out in the same manner as State and county school funds are paid; (provided, this section shall not be so construed as to repeal sections 1830 to 1839, inclusive of this code.

* * *

Cyrus Grove, Freeport, Ill., County Superintendent: Boys and girls should be caused to memorize and review regularly a liberal portion of the world's best literature. The moral influence of this cannot be overestimated. This course will militate toward purifying taste, elevating character, and making possible nobler aims and more generous purposes. If we do this "worth while work" in a way that pupils see we are genuinely interested, they will take hold of it and surprise any teacher by the results of their acheivement.

State Board of Health

(The State Board of Health is the highest official authority upon the promotion of health and the eradication of disease in California. Its Secretary is Dr. N. K. Foster with offices in the State capitol. With the object of giving to the teachers of the State the best ideas and the latest investigations of this Board, Dr. Foster will prepare something of public interest under this heading each month.)

THE NEW HEALTH EDUCATION IN OUR SCHOOLS

By Dr. Ernest B. Hoag

Medical Director in Throop Institute and the Pasadena City Schools.

The time has now come for a new kind of health teaching in our schools. One can hardly find today an Educational Journal, or a Health Magazine of any sort which does not contain some article on Physical Education or the New Health Work in Schools. Yet with all of this public agitation we find our schools very slow in taking advantage of new ideas along health lines.

Conditions of life in our country have changed greatly in the last few generations. Our school systems with all their modern improvements have failed to keep pace with these changes. "Evidently our system of education must be continually modified to meet new conditions, if it is to train boys and girls to meet the emergencies and seize the opportunities of modern life. The ideal system is the one which best meets the vital problems of the present and the near future.

One hundred years ago the school could rightly lay all its emphasis on books and learning. These the home could not supply. But home and farm could and did insure physical health and vigor, all kinds of manual training, ingenuity, perseverance, and efficiency. Now the school must furnish all these as well as mental discipline and culture. In one word, it must be an institution of POWER as well as of learning." (Prof. John M. Tyler, in Growth and Development.) The traditional sort of hygiene and physiology teaching must give way to something more practical and more sensible. Physiology and Hygiene in a TRUE SENSE are rarely taught in our schools. Special training for teaching these subjects is even more rarely demanded or expected. No school text-book ought to be dominated by any particular class of reformers or any religious sect. There is no more reason for the Temperance organization to largely influence the character of our health teaching than for the Christian Scientists, the Osteopaths, the Seventh Day Adventists, or the Methodists, to do

the same. The abuse of alcohol or tobacco are not the only forms of intemperance. The fact is that these are not even the most important forms of intemperance. More harm is probably done to the race through the ignorance of willful violation of common sense principles in the use of food than by all other kinds of intemperance put together. From a rather extended practical experience I know that very few of the pupils passing out from the grammar grades, or even the High Schools, have any adequate ideas of the proper use of foods, to say nothing of their preparation.

Technical Physiology never sinks into the comprehension of the child. Most texts are technical. The simplest and best books now on the market are not the ones most widely used. Books like Gulick's "Town and City" can do more for the health of our generation than all of the ordinary Physiologies and Hygienes put together.

Such books as Dr. Gulick's take the pupil out into real life and acquaint him with it. They help to prepare him for his environment, which is after all the only purpose of an education.

Of these new sorts of Health books there are now a number available, and no school can be excused for not making use of them.

The right sort of Physiology and Hygiene teaching will have very little to say about the anatomy of the body. It does not make the least difference to a child or to anybody else how many bones he has in his body: he does not need to know the names of the coats of the eye: he can even largely dispense with the finer description of the nervous, glandular, muscular, circulatory systems, and the like. But he does need to know the difference between clean, wholesome food, and food which is dirty, unwholesome, and perhaps diseased: he needs to know the difference between a clean sanitary dairy and a filthy unsanitary one, and he ought to know that most dairies belong to the latter class: he ought to know that most diseases are accidents which might be easily avoided with a little proper sort of knowledge concerning them: he ought to know that 200,000 people are constantly sick in this country of ours with a disease which is produced absolutely through ignorance or willful negligence, and that every year 150,000 people die from it: he ought to be made to realize that 8,000,000 people now living happy lives are marked for sure death from this Great White Plague: he ought to learn that this fearful waste of lives at their most useful period, the suffering and unhappiness which goes with it, the drain upon

the families of the afflicted, and the enormous loss of money to the country are all unnecessary: he ought to know that our public hospitals, alms houses, orphanages, and other charitable organizations are largely filled with people who might have been efficient under wiser systems of education.

The boys and girls in our schools should be taught the folly of wasting hard-earned money on worthless patent medicines: they should learn that it is foolish to abuse their bodies and then expect a doctor with his drugs to WORK A MIRACLE upon them: they ought to learn to give as intelligent care to their own bodies as they would to a harvester or an automobile. Our schools ought to realize that education naturally comes through the exercise of the muscular system and the sense organs, and that the brain cannot be successfully developed from WITHIN, but must be developed from WITHOUT. "A large part of our education should consist in a proper training of the motor side of the brain and of the proper use of the muscles."

Those who have laid out our systems of education in schools in the past, seem largely to have lost sight of the fact that the child is not a small edition of the adult. His mind and actions are not like those of an adult, he can only think and act like a child. The fault with our common texts in physiology and hygiene may be said in a word to be just this, their writers do not, and evidently cannot, put themselves in the child's place.

Our new health work must include at least as much attention to the child's physical well being as is now given to his intellectual development.

Herbert Spencer said about forty years ago, that the gentlemen of England wanted their sons educated mostly in the traditions and superstitions of a thousand years ago, rather than in those things which apply to successful achievement today.

Is it not possible that this rather severe criticism applies to some of our education of today?

* * *

Superintendent C. J. Baxter, Trenton, N. J.: Many residents of rural communities have become acutely sensible of the fact that the rural school is not affording their children the educational advantages which they have a right to demand and which progress in other lines makes necessary.

TO THE ALUMNI OF THE STATE NORMAL SCHOOL OF SAN JOSE, CAL.

By Lawrence E. Chenoweth.

This is a personal appeal to you as a San Jose State Normal Alumnus, and is printed because it would be next to impossible to write a letter to each one of the 1500 graduates now teaching in the State. May we ask that you will read our message through?

The San Jose State Normal and its Alumni Association are endeavoring to establish a complete and accurate roll of teaching graduates to the end that valuable statistics, now almost unobtainable, may be compiled; that a more effective organization, one really helpful to graduates, may be brought about; and that certain new features may be added—among the latter an Appointment Bureau.

The Appointment Bureau

It is of paramount importance to San Jose Normal graduates that an appointment, or information bureau, be established. Many eastern Normals with far less graduates have such a bureau already working effectively, and you are probably aware that both Stanford and the University of Californiafornia have excellent appointment bureaus.

The purpose of the Appointment Bureau, which will be located at the State Normal and be in charge of a Secretary, will be to secure and list vacancies with all facts relating thereto, as salary, length of term, grade to be taught, etc., and to recommend our graduates for positions in kindergarten, primary and grammar grades of the schools of the State. The Secretary will deal directly with City and County Superintendents and Clerks of Boards of Trustees, recommending for election to positions such graduates as may be registered at the Appointment Bureau. Any San Jose State Normal graduate upon payment of Alumni dues for one year is entitled to registration in the Appointment Bureau for that year, and there will be **no charge** made for services rendered by the Bureau in securing positions or recommending graduates.

It may be that today you are entirely satisfied and do not want to make a change. Bear in mind, however, that your aid is needed to help establish the Bureau, and registration in it will give you the opportunity to secure a better position;

secure a position without charge, will insure you a guardian of your interests as a teacher and provide a **source of recommendation,** and finally, will furnish you something to fall back upon should the unexpected happen.

The Appointment Bureau will use every honorable effort to locate graduates in choice positions. We ask your assistance in the work of establishing the Bureau. You can assist by registering with the Bureau, by sending in full information concerning your experience, by advising us of a probable vacancy, and by speaking at any time a good word for the San Jose State Normal to your school trustees or patrons. **Be sure to fill out the enclosed blank if you wish to be registered as a member of the Appointment Bureau.**

This is Building Year

As you are probably aware, the old Normal which was our home from 1880 until 1906, is being replaced by a splendid new building, and **June,** 1909, should mark a great "homecoming" of graduates, for in addition to it being "building year" there will be many new features to make our next annual gathering a memorable one.

You will probably be interested in knowing something about our new Normal. The new building will be one of the best arranged and equipped Normal School buildings in the United States. It will be built of re-inforced concrete, two stories in height, quadrangular in form. At the end of one wing will stand Science Hall, where all science work will be done. Opposite this will be the Library and the Assembly Hall at the back. A feature of the new building will be the thoroughly lighted recitation rooms, and plenty of society halls for student gatherings of various kinds.

The new building will accommodate at least 800 student s and 1000 could be taken care of by crowding. The Library will be a large room 100 feet long and 66 feet wide, equipped with steel racks to accommodate 25,000 volumes, while tables and chairs will allow over 300 students accommodations for study and reference work. Connected with the Library will be book bindery where lessons in that subject will be given, and many of the books now sent away to the bindery will be repaired.

Electricity will be used in lighting the entire building. 700 lockers will be provided for the young women, and a sufficient number for the young men who attend.

In order to equip and complete the building it will be

necessary to ask the Legislature for an additional appropriation of probably $60,000.

Do You Know

That there are now 4,326 graduates of the San Jose State Normal, which is over half of the number graduated by all five of our State Normals since they were established.

That the San Jose State Normal went upon a high school basis in 1901, and for the seven years ending June 30, 1908, following this higher requirement for entrance there were 1259 graduates, an average of 180 per year.

That during the past year there were 251 graduates, and there are at present 275 candidates for graduation during the year ending June, 1909.

That there has been an increase of from 10 per cent to 20 per cent of seudents entering since the Normal went upon a high school basis, and that during the past year 32 University graduates were enrolled as students.

That there have already enrolled this term 327 new students and at the present rate of increase during the year 1909-10 over 300 students will be graduated.

That the June, 1908, graduating class was the largest graduated from any State Normal in the whole United States except one.

That the cost to the State to graduate each student from a State Normal is as follows:

1	Illinois	$1250.00
2	Missouri	998.00
3	Iowa	876.00
4	Rhode Island	695.00
5	Massachusetts	673.00
6	Nebraska	467.00
7	New York	437.00
8	Michigan	411.00
9	New Jersey	409.00
10	CALIFORNIA	329.00
	San Jose Normal School	**$235.00**

Program for June, 1909, Meeting

We are working to make the June, 1909, gathering of San Jose State Normal graduates a great event. While the program has not been fully worked out it is safe to announce at this time that in addition to the Commencement exercises, Alumni Association members will be able to attend a three-

days' session replete with sterling attractions. The meetings will be held June 21, 22 and 23, and the principal feature of the gathering will be the **Laying of the Corner Stone of the New Normal** under the auspices of the Alumni Asssociation. Prominent speakers of the State will participate in the ceremony of laying the corner stone, and it is the intention of those in charge to secure, if possible, the presence of Governor James N. Gillett, Superintendent of Public Instruction Edward Hyatt, the Normal Board of Trustees, and other officials and men of note, at the exercises which will take place on June 23, 1909. Among other attractions will be a Musical Recital of vocal and instrumental music rendered by best local and imported talent; Alumni Ball; Annual Alumni Farce; Lecture by one of the foremost speakers of the country, and a one session premier Educational Institute at which some of California's best educators will give practical methods of interest and of value to teachers in kindergarten, primary and grammar grade. The latter attraction is a new feature and it will be vitally interesting; none but the best speakers and educational people will be secured to deliver talks, which will be illustrated and valuable.

It is probable that an Alumni Banquet will be given and Reunions of the various classes will be arranged under a different plan than formerly.

Alumni Association Directory

If possible to do so, and if enough interest is shown in it to warrant producing it, there will be issued an Alumni Association Directory. It will contain statistics concerning the San Jose State Normal, and the Alumni Association; notes of interest concerning members; program of 1909 meeting; be illustrated by engravings; and contain a list of the names and addresses of graduates now teaching in California. It will be distributed among school officers of the State and Association members, and will be a valuable booklet. Will you help establish this Directory by furnishing information to fill it and making suggestions for its contents? Once established it will become the annual official organ of our Association.

A Word With You

The preceding shows briefly what our Association is trying to do. Will you help the work along by filling out and returning the enclosed blank? Then will you put 50 cents in

the money mailer which we have enclosed for your convenience, and forward it to pay your dues for the present year?

Paid members will be guaranteed voting privileges at all business meetings; receive an official badge, tickets to all lectures, entertainments, commencement gatherings and the Alumni Ball and **will be registered by the Appointment Bureau for one year.**

The expenses of the annual meeting, the Appointment Bureau, printing, etc., are met by the dues collected. Upon receipt of dues from you we will at once send you a receipt showing you are entitled to all rights and privileges of membership in the Association, and upon your calling at the Association office at the State Normal next June you will receive badge, tickets, etc.

Before the June meeting you will receive another letter of information, and a copy of the program for Commencement week, but should you desire further information at any time it will be cheerfully furnished if you will write to the President of the Association, Lawrence E. Chenoweth, Room 75, State Capitol, Sacramento, or by the Secretary, Miss Eleanor Montgomery, Valleton, California.

In Conclusion

The stronger our Association becomes the more effective it will be in obtaining the enactments it needs for the benefit of its members, and as a factor in California education. You can add to the strength of the Association by adding your dues to our working fund, your suggestions and advice, your good words for our Association and your Alma Mater. Will you do so?

Plan to be in San Jose **June 21, 22 and 23, 1909.** Gather with your schoolmates and friends in the greatest "home-coming" ever held by our Association members. Help lay the corner stone and join in the "house-warming" for our new home! Pass the word along, spread the news of what we are trying to do, give your heartiest co-operation and the work is bound to be a success, to the lasting credit of our Alma Mater, the San Jose State Normal.

* * *

Dean Chamberlain of the Throop Polytechnic School, Pasadena, attended two conventions of Superintendents in Chicago, February 23-24-25, and delivered a series of addresses in Texas and other States.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

Some Important Duties of the School Trustee.

(Extracts form School Laws.)

National flag must be hoisted over school house, and displayed in each school room.

Boards of School Trustees in all school districts throughout the State and Boards of Eduction in all cities and cities and counties throughout the State shall provide for each school house under their control, a suitable flag of the United States, which shall be hoisted above each school house during all school sessions. It shall be the duty of Boards of School Trustees and Boards of Education to enforce this provision. It shal also be the duty of such Boards of School Trustees and Boards of Education to provide smaller and suitable United States flags to be displayed in each school room at all times during the school sessions. It shall be the duty of such Boards of Trustees and Boards of Education to enforce this provision.

Appoint census marshal

On or before the first day of April in each year, to appoint a school census marshal, and notify the Superintendent of Schools thereof; provided, that in any city, or city and county, the appointment of all school census marshals shall be subject to the approval of the City Superintendent of Schools.

Note.—A census marshal must be twenty-one years of age.

To visit schools

To visit every school in their district at least once in each term, and examine carefully into its management, condition and wants. This clause to apply to each and every member of the Board of Trustees.

Date of election of school trustee.

An election for School Trustees must be held in each school district on the first Friday of April of each year, at the district school house, if there is one, and if there is none, at the place to be designated by the Board of Trustees.

Clerks of School Districts.

Election

Boards of Trustees must annually, on the first Saturday of July, meet and elect one of their number clerk of the District; and if a clerk is not elected at this date, the Superintendent shall appoint.

Duties

It is the duty of the clerk:

First—To call meetings of the board at the request of two members, and to act as clerk of the board, and to keep a record of its proceedings, and an accurate account of the receipts and expenditures of school moneys.

To keep his records and accounts open to the inspection of the electors of the district, in suitable books provided by the Board of School Trustees for that purpose.

To place the monthly journal designated as the official organ of the Department of Public Instruction in the school district library each month; and if he fails to receive it regularly, to immediately notify the publishers of such fact.

To perform such other duties as may be prescribed by the board.

Provide supplies, etc.

The clerk of each district must, under the direction of the Board of Trustees, provide all school supplies authorized by this chapter, keep the school house in repair during the time school is taught therein, and exercise a general care and supervision over the school premises and school property during the vacations of the school.

To file the official journal of education—The Western Journal of Education with the others before the end of each month.

* * *

THE DEATH OF JAMES DENMAN.

James Denman, the pioneer educator of San Francisco, died February 10th, at his residence in San Francisco. Born in April, 1829, in New York. He began teaching in San Francisco in 1851.

Denman was for many years Superintendent of Schools and organized during his administration the Boys' High School, the Girls' High School, the Valencia, the Hays Valley, Clement and Lincoln Grammar schools and the Columbia and Eighth Street schools.

He retired from the school department in 1889, but served subsequently on the Board of Supervisors and took an active part in the civic movement which began with the Wallace grand jury and led to the adoption of the new charter. On the adoption of the charter he was appointed president of the Board of Education and retired from public life when he relinquished that position.

ARBOR DAY IN CALIFORNIA IN 1909.

This beautiful manual issued by Superintendent Hyatt, and compiled by Lawrence E. Chenoweth, is one of the most important documents ever issued from the State office. Write to Edward Hyatt, Superintendent of Public Instruction, Sacramento and secure a copy of it. Here is Superintendent Hyatt's message to you:

Ladies and Gentlemen: We have heard much of late concerning our civic duties growing out of the great movement for conservation of natural resources. The handiest tool for us to use in making practical application of the conservation idea is Arbor Day. If we will, we may use this day to carry a patriotic spirit to the young people now in our charge; a spirit that will be the strength and safeguard of the State bye and bye.

Isn't this richly worth while?

On the theory that your answer to this question is "Yes, indeed!" we have prepared this little Arbor Day manual, offering some suggestions and some materials to use in determining how the day may be best observed in each of your schools. Your own plan will be best for you. Do not feel constrained to follow any of these suggestions slavishly, but shape them to your ends.

At the present writing there is no date for Arbor Day fixed by the State. It is difficult to set a date for planting that is suitable throughout a State stretching nearly a thousand miles from the north to the south, and including tropic, temperate, desert, and alpine regions within its borders.

I heartily recommend the appropriate observation of an Arbor Day to each of the school people who read these lines. Whoever plans the ceremonies will need to take heed of the double nature of the day. First, and deepest, lies the intent to graft into our body politic a worthy idea of the TREE in its relation to our national life, with some of the fundamental patriotic duties growing out of that idea. This can be done in every school of the land, large or small, in city or country. Second, and simpler, is the intent to actually DO some concrete thing to make the earth better in future; to plant, to improve, to adorn some small part of it with loving care. Some schools, perhaps, have not opportunity for this; yet poor indeed must be the place that cannot afford some vacant corner, some neighboring lot, some neglected street where the children of the school may do an unselfish piece of work on Arbor Day. There's a way when there's a will.

I trust this idea may appeal to you, that it may receive your attention, your energy, your thought. It cannot do you any harm and it may do you good. And through you it may work great good to generations as yet unborn. I leave it with you.

Very truly yours,

EDWARD HYATT,
Superintendent of Public Instruction.

* * *

THE FARM SCHOOL AT DAVIS.

By Arthur M. Cleghorn.

Thirteen miles west of Sacramento at Davis, where the Shasta and Ogden lines of the Southern Pacific come together on their way to San Francisco, is the State Farm purchased for the University of California in 1906. The State never made a better investment than it made in the purchase of this farm, and in the erection of the buildings and the purchase of appliances for the Farm School. Every dollar spent there in agricultural instruction will be repaid to the State a hundred fold, in better crops, better stock, better dairy and farm products of every kind, and better citizens. Every dollar spent there is used to the fullest extent, too, for the same equipment suffices for the Short Courses for practical farmers; for the practice work of the College of Agriculture of the State University; and for the new Farm School.

This Farm School is a most interesting and important project, and will meet a need which nothing else in our educational system reaches. It is for the farmer boys, who would not go beyond the high school, and many of whom would leave school after the eighth or ninth grade. It will give them as much practical, up-to-date scientific instruction in agricultural subjects as they can absorb in three years, with practical courses in English and mathematics, and some shop and forge work. Much of the academic work reasonably required for entrance to the University would not be useful or attractive to boys not intending to go on to the University. This is not included in the course; but the work of the Farm School is of high school grade, so that any boy who receives inspiration to go on to the University after graduation could fit himself to do so by a year or two at an accredited high school.

* * *

William George, the founder of the George Jr. Republic, is lecturing before teachers and high schools in Southern California on the importance of the organization of George Jr. Republic.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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EDITORIAL

BY HARR WAGNER.

A Little Reform.

The Educational Review for February, edited by Nicholas Murray Butler, has an iconoclastic article on the public school system. The author arraigns the whole school system as a failure. Why not go further and say our entire system of social and business life is a failure. We are a great success in the material development of our resources, but not in happiness. We have competition fierce and fast for bread, comfort and clothes, and pure socialism of the intellect. In the ideal condition there should be no competition in the supply of our physical needs, but a free distribution of the products of the earth, while the competition should be in the search for truth, and its interpretation. The little reforms are like the pulling up of weeds after the seeds have fallen. We need our entire system of life and education Burbanked.

The Wrong Kind of Organization.

To-day we face a crisis in our public school work. The demand for organization has grown insistent and a few men desire to control and dominate the school affairs from janitors to university presidents. It is not a question of party politics —it is a question of personal power through organization and legislation.

The best and most conspicuous example of this lure for power is the California Teachers' Association. At the San Jose meeting there was an attempt to have a legislation committee formed, making members of the C. T. A. ineligible as members of the committee unless approved by the Board of Directors of the Association. The officers of the C. T. A without request or without the sanction of the membership used the name of the Association to influence votes on pending legislation.

The keynote of the Association is to take all power from the members and place it directly in the hands of the Board of Directors. The Board of Directors in turn seem to think that the main work of the Association is to secure legislation favorable to the selfish interests of individual members. This is a harsh statement, and shall be qualified. Men engaged in educational work are not supposed to have private interests, and everything they do is supposed to be for the public benefit —for the child. This has become, however, largely a dream, and the schoolmaster is fighting for better pay, tenure of position, pensions, higher standards for certification, or if you please, "lower standards but harder to get," that is, less man and more academic scholarship, whether psychological or algebraical. The keynote is self, self, utter selfishness, low-down selfishness. There is nothing of Christ, Buddha, or even Confucius in the leadership for a betterment of your self interest in organizations for power.

The increase of salaries, tenure of positions, the pension of teachers, the standard of certification, should come from the intelligent citizens of the commonwealth, not from the schoolmasters.

The schoolmaster in his associations and in his organizations for power, should stand for the highest ideals of professional ethics, for standards in mental processes, for standards in methods of teaching, for the development of the child, for expert educational work. The schoolmaster should lead in educational ideals, but the parents must lead in the material welfare of the teacher.

The State Teachers' Association under the leadership of Dr. Burk realized that the necessity of laws for the betterment of the material needs of the teacher should come from the citizenship of the State, and took the initiative in creating an educational commission, composed largely of citizens not engaged in the professional work of educating the children. And the results were great. The keynote of the C. T. A. should not be our material needs.

Machine Like Affiliation a Weakness

If you read Dr. E. C. Moore's plea for affiliation in the initial number of the Sierra Educational News, you will be convinced that the federation of the various associations is a most excellent arrangement. In fact he shows what great power such a combination would have for good.

Nowhere in the plea does he give room for doubt. We have respect for Dr. Moore's opinion—but it is an opinion nevertheless, and may not express the true situation. In his enthusiasm of promotion, Dr. Moore sees only one side of the question. When he was at the University of California, he was a philosopher, and had the environment of a philosopher. He now has an environment which is political, personal, and requires the shrewdness of a captain of industry to lead, rather than obey his constituency. His view point therefore is to organize. Yet we know that we are organized to death. We have clubs, fraternities, churches, associations, until we cry "Hold, enough!"

We appeal to the legislature to pass laws to prevent fraternities in the high schools. The people will soon be asking that laws be made to prevent any citizen belonging to more than a limited number of organizations.

Every schoolmaster at heart would like to be a benevolent despot. The lust for power is strong within his cultured ego.

The individual schoolmaster, however, who builds up his power by machine like organization will not accomplish half the good of the man who like St. Francis, put service ahead of power, or who like Christ, had only the kindly virtues to control the destiny of a world.

How little, How pitiful, is the attempt to secure power through arbitrary and machine methods. It is allright for the man who wants immediate response on material things, but it is all wrong for the man who is dealing with the training of children.

One man with truth and right upon his side has the same power to influence public sentiment as an organization. It is not numbers, its truth that counts, and truth is with the individual and always has been, and not with the organizations.

Everywhere, Everywhere, in every organization the individual is placed above the concentrated wisdom of the Board of Directors. It is one man that writes the declaration of principles. It is one man that is its president, it is one man that is chosen as the expert. It is the man who turns the trick.

There is no possibility of a complete organization of ten thousand teachers, with a few men to secure power to initiate and control legislation, and to be the final arbiters of educational problems. No, not yet—the nine thousand nine hundred and eighty-four teachers of this state want to do some initiative thinking themselves. They are willing to pay the dollar for membership, but they want the initiative and referendum on questions that actually affect their interest. They will not stand to be used and bound by a vote of 26 as representing the combined wisdom, and unanimous request of all the teachers of the State. No! not yet.

* * *

San Francisco Schools

It will surprise any one to read a word in favor of the San Francisco school department, and yet San Francisco was the first city in California to require competitive examination of applicants for positions, to have a well conducted and financially vigorous mutual aid society, tenure of position, pension fund, and a course of study, written by an expert, Dr. E. P. Cubberley, revised by A. H. Suzzalo, now of Columbia University, and again revised by Prof. T. L. Heaton. The teachers did heroic work after the fire, and Prof. Heaton will testify that in all his experience he has seen no better class work than in San Francisco. The fault has been that Alameda, Oakland, Los Angeles, a few elsewheres judge the class room work by newspaper articles inspired by politics. The great body of teachers are loyal to a good course of study, and faithful to the boys and girls, but who jealously guard any attack on their material needs, have been unjustly critizised by inaccurate general statements. San Francisco has produced John Swett, and a score of noble men and women. Supt. Alfred Roncovieri, who became superintendent with no preparation except a vigorous intellent, a great capacity of work and experience on Board of Education, has made a splendid success as an executive officer. His work for the schools after the fire, the handling of different problems, and his consolidation and use of expert knowledge of those associated with him, makes his administration a notable one. The San Francisco school department to day is working out difficult problems and with new school buildings and a new city, will take the lead as it ought to, in the highest type of educational work.

Cooley's $12,000.00 Per Year

Edwin G. Cooley has resigned as Superintendent of the schools of Chicago to become president and general manager of D. C. Heath & Co., at $12,000.00 per year. This is quite a remarkable change. It is seldom that a school man is placed at the head of so large a business concern without previous business experience of any kind.

* * *

Educators by Appointment

For a time it looked as if there were enough of "non-political Superintendents and educators by appointment" at Sacramento to organize a club of "We are the People." However, the men were not there for the purpose of discussing the theories of education. Superintendent Will C. Wood, Superintendent McClymonds, and Ex-Superintendent Fred T. Moore, were there in the interest of their political constituents. This is to their credit, provided that they do not insist that the other fellow on a similar mission is doing the rankest kind of politics. Sincerity is one of the virtues.

* * *

An Abuse That Should be Corrected

Mr. Harriman congratulated a newspaper reporter on wearing a last year's suit of clothes. He said, "I am wearing my last year's suit also. We must all economize." The approach of the graduating season, when the individual members of the senior year in high schools, universities, and even grammar schools, call on parents for amounts of money for extraordinary class expenses, makes them think of Harriman's advice. "We must all economize." It is a crime that the complex social life should have entered so vigorously into school life so that the needs of pupils to pay dues and assessments, etc., are greater than the average grocery bill for a whole family.

While students are in the non-producing class the simple life should be insisted on. A rose for a class pin, pork and beans for class dinner, cheese cloth for an evening dress, a walk over the hills for a class day excursion, and a kodak picture for class day photograph. The simple life for students.

* * *

Winship's False Premises on California Text Books

The N. E. Journal of Education of February 18th, has an exhaustive article on "The California Text Book Plan. Its

History and Results," by A. E. Winship. The article is written with the intention of showing that the plan is wrong. A. E. Winship who is noted for inspirational talks and his newsy paper has not proven himself either a practical or theoretical economist on the subject of text book publication. The California plan is not wrong. It is the State Printing office that is wrong. The State Board of Education, if the law permitted, could have the text books printed for one-half of the present cost. The State Printer with proper machinery and freedom from political experts, could turn the books out at one-half the present cost. It should be done. The entire argument of Editor Winship is based on a false premise.

* * *

As to Ourselves.

By HARR WAGNER.

The April issue will contain some interesting views of "As Others See Us.",

For sale: The Sierra Educational News has decided that it is beneath the dignity of a publication with such a beautiful blue cover to reply to our statement, in February issue. As for ourselves, we have for sale a job lot of dignity—cheap for cash.

* * *

C. G. W. In answer to your inquiry whether Mr. Armstrong is correct in stating to the people that his journal reaches the teachers while the Western Journal of Education goes only to the trustees, I take pleasure in informing you that this Journal is mailed regularly to 3270 school districts, and is quite generally read outside of Alameda by the teachers. In fact, Mrs. Alice Park of Palo Alto complains that a notice in the columns of the Journal that she would mail a humane calendar free, brought so many requests that she used all her available cash for postage stamps.

* * *

In reply to the various statements that my interests in business affairs are such as to interfere with my work as editor of the Journal, it is true that during the last few years I have organized the Playa Vicente Rubber Plantation and Development Company, and that this company has cleared off a tropical forest and planted over 600,000 rubber trees and cleared over two thousand acres of pasture land, and made two blades of grass grow where only one grew before.

It is also true that I have as president of the Montara Realty Development Company increased the taxable property of San Mateo County by building houses, schools, hotels, and bungalows, grading fifteen miles of streets, putting down four miles of sidewalks, planting trees, etc., have added a little to the wealth of the community. I have engaged in enterprises outside of editing and publishing the Western Journal, but in doing so, I have created some values. I was taught in the class in economics at college, that the man who created values was a more desirable citizen than the one who exchanged values. My only anxiety is there are those who will complain that I give too much time to educational matters.

* * *

We received a note from Superintendent Will C. Wood to discontinue all the copies of this Journal except the one mailed to the clerk of the Board of Education of Alameda City. Superintendent E. C. Moore, and Superintendent J. W. McClymonds, have also been consistent in requiring but one copy for the entire city of Oakland, and the entire city of Los Angeles, respectively.

During the month of February, however, we have received voluntary subscriptions from The Hill Memorial Library, State University, La.; Riley O. Johnson, Chico, State Normal School; Teachers' College, Columbia University, New York Library; Nevada State University, Reno; State Normal School, Tempe, Ariz.; State Normal School, Spearfish, Dakota; Washington Normal School, Detroit, Mich., and many others.

Of course, if Mr. Will C. Wood and others do not consider, the work of Superintendent Hyatt, Professor Cubberley, Job Wood, Dr. Foster, etc., etc., of sufficient interest to the teachers of the schools of the city we are glad to have their lack of support. We shall from time to time, however, print the names of new subscribers, just to show that the Journal is not "Dead in the Mails."

* * *

Lawrence E. Chenoweth, a deputy in the office of Edward Hyatt, Superintendent of Public Instruction, has accepted the supervising principalship of Kern City, Cal., vice Leo Pauly, resigned. Mr. Chenoweth has made a record for uniform kindness and efficiency in the State office, and in the new field where he will have the opportunity of initiation in educational and civic duties, he will add to the usefulness of his service to the public. Mr. Chenoweth is President of the Alumi Association of the State Normal at San Jose, and the message from him to the alumni in this issue will be of interest to all.

Testimonial in memory of Mrs. M. E. Steele, submitted to the Teachers' Mutual Aid Society, by a committee consisting of Miss Augusta C. Robertson, Miss Myra A. Wentworth, Miss Evelyn Levison, and Miss Mary E. Donnelly, and read before that organization at its semi-annual meeting, January 29, 1909.

IN MEMORIAM.

In the passing of Mrs. M. E. Steele who died June 15, 1908, the San Francisco School Department lost a faithful teacher—the Teachers' Mutual Aid Society, a zealous member and advocate. To a few of us it was given to know her well, and it is fitting that we pause and give expression of her exemplary life.

Her work as a conscientious, painstaking teacher was done chiefly in the Lincoln Primary, the Hamilton Grammar and the Hearst Grammar Schools, and the impress of the strong personality in the frail little woman, is attested by the loving remembrance and the sense of lively gratitude in the hundreds of boys and girls—many of them now grown to manhood and womanhood—who speak so fondly of "dear Mrs. Steele." Impressed were they all by her high aims and unwavering righteousness.

She was ever considerate of others and utterly forgetful of self; she was royally appreciative, even of trifling kindnesses. Never was she known to bear an instant's ill-will toward any one, nor to speak ill of any one. In loving-kindness she was distinctly saint-like.

Devotion to principle guided her every act; large charity illumined her pathway; and, so beautiful is the memory of her uprightness, her gentleness, her sweetness of character, that it is a sad pleasure thus to give testimony to our loyal appreciation of the good friend gone before, and of the loss to our Department and our Society, in this passing of a great soul.

DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION.

WASHINGTON, January 7, 1909.

MR. HARR WAGNER,
Editor, *Western Journal of Education,*
261 Van Ness Avenue, San Francisco, Cal.

My Dear Mr. Wagner: At the request of the Commissioner of Education, I am sending herewith a copy of each of two statements respecting the Nobel Peace Prize and the Rhodes Scholarships, which were sent to this office for the information of the public.

You may be interested to know, also, that the President of the United States has instructed the Commissioner of Education to aid in all appropriate ways within his power in the carrying out of the plans of the Chinese Government for the education of students in America. The Chinese Government purposes sending 100 students to America every year for four years, and a minimum of 50 students every year thereafter during the period of the indemnity payments by China to the United States, from 1909 to 1940.

A message sent by the President to Congress on January 4, 1909, announces the purpose of the Hungarian Government to call, during the year 1909, an international school conference for the purpose of reform in the intermediate stage of public instruction.

The Annual Report of the Commissioner of Education for 1908 is now in the hands of the Public Printer. Volume 1 was sent to the printer on October 1, 1908, and Volume 2 on December 31st, so that the manuscript of the Report was transmitted for publication six months after the close of the year covered by the Report.

The appropriation bill in which are included the appropriations for carrying on the work of the Bureau of Education has passed the House of Representatives and is now in the Senate Committee on Appropriations. The only increase over appropriations for the previous year made by the House of Representatives is provision for an editor at two thousand dollars per annum. The Bureau needs badly provision for larger and more sanitary quarters than it now occupies, a considerable increase in its staff, as well as an increase in the salaries of the present members of the staff, and is endeavoring to secure these increases in the Senate.

Very truly yours,

L. A. KALBACH,
Clerk to the Commissioner.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo., July; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

The Polytechnic High School of Los Angeles has 2000 pupils enrolled. Over three hundred students stood in line on the Saturday night and Sunday previous to the opening of the term so as to be enrolled Monday morning.

* * *

John C. Pelton, Sr., the oldest school man in the State, and one of the pioneers in public school education, celebrated his eighty-third birthday by attending a meeting of the Board of Education of Los Angeles on Wednesday, February 13th.

* * *

That graduates of the Chico Normal School are in great demand is shown by the fact that of the sixty graduates of the school with the class of June, 1908, sixty are now at work in the schools of the State and are receiving an average salary of $80 a month.

* * *

State Superintendent of Public Instruction Hyatt has received an invitation from the County Superintendent of Schools of Imperial County to attend the teachers' institute in that county on March 15th, and undertake the unique task of delivering an address to the institute from the summit of Mount Signal on the Mexican side of the boundary between that country and the United States.

The invitation states that an excursion will be made to the Mexican mountains and while over there it would be extremely interesting and unique to have the State Superintendent address the institute on the topic of rocks and geology from the position on the mountain top.

Superintendent Hyatt says he will make an endeavor to attend the Imperial County Institute meeting and comply with the request to lecture from the summit of the mountain, which is used as boundary between the two nations.

* * *

In April the "Journal" will begin a series of articles by Miss Louisa McDermott on Agricultural Education. Miss McDermott has already published a considerable body of work along these lines in eastern journals. She has had a wide experience as institute instructor and will give methods of presentation as well as subject matter.

Miss Margaret Hodge of Sydney, Australia, delivered the address to the graduates of the State Normal School at San Jose on January 29th.

* * *

Mark Keppel of Los Angeles appeared before the various committees at Sacramento to urge the favorable legislation on the following bill:

Empowering school boards to pay for the transportation of pupils from one school district to another when such a course may be found advisable. In some sections, the number of pupils in country districts is so small as to make the maintenance of a school almost prohibitive in cost; in other instances, especially in cities, the school in one district may be overcrowded while that in a neighboring district may have only a few attendants.

Preventing the formation of secret societies or fraternities, in elementary and secondary schools.

Providing that boards of trustees in school districts shall advertise for bids on all work entailing an expenditure of $200 or more.

Giving County Superintendents authority to disapprove of teachers who may be selected by school trustees and providing for the retention of such teacher only by unanimous vote of the trustees.

Empowering County Superintendents to appoint school census marshals when district trustees fail to appoint, also making other provisions for the gathering of an accurate census.

Providing for the election of members of County Boards of Education for terms of four instead of two years, and requiring a vote of four instead of five members of the board for the transaction of business.

Giving teachers an opportunity to be heard when their certificates may be ordered revoked, also enabling a teacher to use the same certificate in one or more counties.

* * *

The Kern County schools are to be represented at the Alaska-Yukon Exposition. Lately the Supervisors appropriated $200 to defray the expense of collecting and arranging the exhibit, which will deal extensively with the work in the manual training departments in the Bakersfield grammar schools and in the High School. A mineral and oil exhibit will be included.

* * *

Mr. Edwin Ginn of Boston, head of Ginn Co., who has written and done much for the great peace movement of America, and the world, and who has established ideal relations between employes and employe in his great publishing house, will spend the most of March in California.

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Dr. Ernest B. Hoag, of the Health Department of the Pasadena city schools, has issued Health Pamphlet No. 1, treating specially of

adenoids. You can secure a copy free if you write to Dr. E. B. Hoag, Pasadena, Cal.

* * *

"One Hundred Experiments in Agriculture" by Riley O. Johnson is meeting with a remarkable sale. The first edition of 1000 copies has been sold. The Board of Education of one of the N. E. States ordered 40 copies and 229 copies have been sold direct to County Boards of Education in California.

The second edition is to be offered to County Boards of Education in California at the special rate of ten dollars per hundred, carriage paid, when ordered in lots of one hundred or more at one time, and the Course. at three dollars per hundred. carriage paid.

* * *

Mr. Harry A. Linscott, for three years state agent for Silver Burdett Company, has accepted a position with Ginn & Co., as assistant manager of the San Francisco office. Mr. Linscott is one of the ablest and most honorable men in text book promotion. He has a fine record as a high school man and supervising principal. His father, Superintendent J. W. Linscott, of Santa Cruz, is one of the most honored men in the profession of teaching in the west.

* * *

In advance of the bulletin which will be issued in March, the University of California announces that its next summer session will be held at Berkeley from June, the twenty-fist, to July, the thirty-first. The proportion of teachers in attendance at the last session was larger than in any previous year. The authorities are, therefore, preparing an unusually interesting and instructive program for the coming summer, in order to meet the needs of the teachers of the State more effectively than ever before. Courses will be given in nearly all departments of the regular session and several subjects not represented last year will be offered in the next session.

Instruction will be given not only by members of the regular faculty of the University, but by distinguished men of letters and science from eastern institutions. Teachers will be interested to know that two men whom the University has for several years endeavored to bring to its summer session, Professor Horne of Dartmouth and Professor Thorndike of Columbia, have accepted invitations to lecture in the department of education. A number of other eminent men have been invited to several other departments.

No formal examinations are required for entrance. The tuition, regardless of the number of courses taken, is fifteen dollars. This fee entitles the student to the full privileges of the University and also to medical advice and hospital care, without extra charge in case of illness.

In addition to the regular lectures of the summer session it is planned to have many excursions, evening lectures, and informal gatherings of teachers which should be of almost equal educational value to the work of the lecture room.

S. C. Smith, the manager of Ginn & Co., has just returned from a five weeks' vacation trip to the Hawaiian Islands. He is most enthusiastic over the beauty of the islands, the hospitality of the people and the good work being done in the schools.

* * *

Santa Rosa, California.

To the Chairman Humane Education Committee.
California Club.

Dear Madam: Nothing could be more pleasing to me than to have my birthday the official Bird and Arbor Day in this State, and I cannot think of a more pleasing manifestation of the confidence and esteem than that which I have received by the various organizations which have advocated this move.

I cannot express to the California Club my appreciation and pleasure for their move in this direction. That my life and work may be worthy of such marked recognition while yet I live, is most pleasing.

Faithfully yours,
(Signed) LUTHER BURBANK.

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TEHAMA SCHOOL NOTES

Miss Fannie Johnston, formerly of Red Bluff, has accepted a position in the Corning schools, vice Mrs. West who takes a place in the schools of Oakland.

Miss Laura Lopp became Mrs. Frank Holoman recently. Dame Rumor has others of the fair sex doomed to matrimony.

Principal P. G. Ward of the Red Bluff High School is to have Jacob Riis lecture to the public in the near future.

Lincoln Day was appropriately observed by the schools of the county.

A new district has been organized in the Paskenta section. The need of the county is not more districts, but fewer. Concentration of several weak schools will go a long way toward solving the rural problems of the day.

J. D. Sweeney of the Board of Education is the author of a bill now before the legislature for the purpose of prohibiting the use of cigarettes by young boys.

Miss Mary Morrin of Red Bluff High has accepted a position at Chico. We are sorry to lose Miss Morrin as she was an able teacher.

* * *

The Legislature of Oregon has closed the State Normal schools at Ashland, Monmouth and Weston. The Portland Oregonian has led in the fight for the abandonment of the normal schools, claiming that they were used for high school purposes in the towns in which they were located.

Book Notes.

Folk Dances and Games by Caroline Crawford. Teachers' College, New York City. Published by A. S. Barnes & Co.

This volume has been prepared to meet a growing demand for an authoritative hand-book with reference to use of folk dances in the schools. Professor Frederick Peterson of Columbia University writes: "The dances seems to fulfill every requisite of an ideal exercise—the practical use of all the muscles, the acme of pleasurable emotion, and the satisfaction of the esthetic sense." Miss Crawford has made a special study of folk dancing for many years. She taught the subject to teachers at Chicago University and now has charge of the same work at Teachers' College

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Lowell's Vision of Sir Launfal and other Poems, edited with introduction and notes by Julian W. Abernethy, principal of the Berkeley Institute, Brooklyn, N. Y., has been issued by Chas. E. Merrill Co. Price 25 cents.

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The Musician of March is a Chopin number. Thomas Tapper, the editor, is making the Musician not only a very useful publication with only the professional musician, but the public school teachers with a sample copy. Oliver Deitson Co., Boston, ass.

* * *

The Fifteen Decisive Battles of the World from Marathon to Waterloo, by Creasy, with eight of the great battles of recent years added. This is a book that should be in every school library. Price $1.25 cents. Published by Harpers.

* * *

Uncle Sam's Business. Told by Crittenden Marriott.

Interesting as a story, this book tells how Uncle Sam carries out the orders of his citizens—in conducting mail business and bank business, draining lands, testing pure food and poor water, and thousand of other tasks. The author shows, first, "Uncle Sam as a Ruler," law-maker, judge, ambassador, soldier, sailor, immigrant; next as a "Captain of Industry" when the question is of building war-ships, or selling public lands, or making and distributing money; and again as "Public Servant," when Uncle Sam is farmer or chemist or forester or weather-man. Such a book is also a genuine boon for older people, who are so often called upon to explain the working of the national government. Published by Harpers. Price $1.25.

* * *

Control of Mind and Body, by Frances Gulick Jewett, published by Ginn & Co., is a book of more than ordinary merit. In this series the body is viewed from the standpoint of general health, accidents and emergencies, social relations, physical efficiency, mental and mind

control. The text is well illustrated, and the information is given in simple, straight forward English, 267 pages. Price 50 cents.

Judge Lindsay of Denver, says: "I have known Dr. Luther Gulick for many years and have been helped by his books and essays upon the child problem probably more than from any other source. I have read the two books, Town and City and Good Health, with interest, and to say that I am delighted with their method of handling the subject is to express feebly my clear opinion of the matter. I have had occasion to examine many of the school "physiologies," and none of them appeal to me as does this series. It is impossible to say too much for them or so recommend them too highly.

* * *

Civics and Health, by W. H. Allen, published by Ginn & Co., with an introduction by W. L. Sedgwick of the Massachusetts Institute of Technology, is a great book. A new treatment if a very difficult subject. The key note is health, a civic obligation. The chapters of the book treat of class instruction in sex, hygiene, alcoholism, health rights, and emphasis in the fact that a natural law is as sacred as a moral one.

* * *

A BRIEF HISTORY OF THE UNITED STATES.

By William C. Doub, ex-superintendent of Kern County, author of Graded Lessons in Spelling, and Teachers' Manual and Course of Study in History and Physics, has been revised and issued in two volumes. The only difference between the brief edition and the complete edition is the omission in the former of ninety pages that are included in the latter. These ninety pages consist of the material on "Institutional Life" and "Origin of American Institutions." In the old book this material is on pages 104 to 208 inclusive.

The brief edition is the shortest as well as the simplest standard course in United States history now in print for use in the grammar grades. Omitting illustrations and outlines, there are less than 290 pages for the pupil to read. The complete edition is ninety pages larger, but no more difficult for the pupil. The illustrations set a new standard, and the maps have been made specially to illustrate the text, all details not required for this being omitted.

A study of the text and the illustrations will convince any one that Doub's history is a live book, full of the newness of interpretations and yet not departing in the least from standard historical values.

A POPULAR CALIFORNIA SONG.

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 141-145 Grove stret, San Francisco.

AN INTERESTING PHASE OF THE WRITING AND PUBLISHING OF SCHOOL BOOKS BY CALIFORNIANS.

Note: For the purpose of encouraging a business new to the coast, the San Francisco Call recently devoted three columns to Doub & Company. The "Journal" reprints a part of the article for the same purpose. The article was written by Mr. Douglas of the Call Editorial Staff after he had made a careful investigation of the company and its publications—Editor.

It is appropriate that in California, where the standard of rural education is higher, the percentage of the population attending high schools and universities greater, and authors of school text-books more numerous than in any other State of the Union, the first concern on the coast to engage exclusively in the publication of school text-books should be located. To Doub & Company of San Francisco belongs the honor of the pioneer in this field, and in the two years since the firm was organized four States have adopted its publications for exclusive use in their schools.

That the publishing of text-books is a valuable adjunct to the public school system and should be conducted from this point of view is the cardinal principle of this firm. That this principle is lived up to is shown by the fact that of one of their books—a history of the United States—eleven editions have been issued in three years. A thorough knowledge of the practical needs of pupils, as well as of school work, is considered an absolutely necessary part of the equipment of a publisher who would supply public schools with the high-grade text-books required by the present progressive system of education.

Twelve years ago, when W. C. Doub, president of the firm of Doub & Company, graduated from Stanford University and began teaching, conditions were quite different from those now in vogue. Then the State wrote its own books as well as published them and "influence" of different sorts was an important factor in their production and adoption. The merits of a book, or its adaptability to the requirements of the pupils and the times, had little to do with its success. The first and last function of a book was to be "placed" with the State. The books were so poor that they could not have been given to the schools of other States.

Worked for Change

To Doub this State of affairs was intolerable, and he set about at once to effect a change. He was anxious to teach and to accomplish results, but found himself handicapped by being obliged by law to use books that hampered rather than helped him to do this.

In a pamphlet printed and circulated at his own expense Doub attacked the system and with such success that the newspapers, which had tacitly acceded to the old way, now took his part and printed editorials condemning the old system, which provided books so poor that they were actually refused by the teachers, and advocated Doub's plan of leasing plates from reliable publishing houses. The young

educator worked and fought through the State, enlisting many influential educators to his side, and finally had the case presented to the legislature. The bill passed through the legislature and was made law in 1903.

Compiled Text-Books

While superintendent of schools of Kern County Doub had written his Topical Discussion of American History and his History of the United States for grammar grades, his object being to increase the value of history work in the elementary schools. The Topical Discussion was published first and within two years was used by teachers in all the Pacific Coast States, Oregon making it the official course for all her schools. It is so clear and succinct and of so high a standard that it is used in preparing for United States civil service examinations all the way from Maine to the Philippines. It has a larger sale than any other book of its kind published in the United States and the demand is constantly increasing. The record of the other book, "A History of the United States," is even more remarkable, this book having passed through eleven editions in three years. The twelfth edition, carefully revised and splendidly illustrated, will come from the press within the next few weeks.

At first the Topical Discussion was published by the Whitaker & Ray Company and the history by The Macmillan Company of New York. Soon after the earthquake and fire Doub secured complete control of these two books, and with A. E. Shumate, who had been superintendent of schools in San Jose, organized the firm of Doub & Company, publishers of school text-books. Doub had been working on a speller for three years and in January, 1907, this was printed. To such an extent does this speller mark an advance on those formerly published that more than four hundred thousand copies have been sold in less than two years, it having been adopted for exclusive use in three States.

Publish School Books

During the last year Doub & Company have published "Two Years' Work in Numbers," by Minnie E. Puntenney; a History of Oklahoma, by two Oklahoma authors, and Graded Lessons in Language, by Rosa V. Winterburn of California. Besides these, there is now in course of preparation an advanced text on language and grammar by Rosa V. Winterburn, a high school civics by a professor in the University of California, and a history of the United States for high schools and one for the primary grades by Mr. Doub, his present history being a grammar grade text.

There have been seven State adoptions of the Doub publications, but these have not included one by California. For while many city and county boards have adopted one or the other of these texts for supplemental use there has been no call by the State for any book on the subjects covered by these texts.

The State adoptions for exclusive use have been by Oregon, which now uses the Doub History of the United States; by Oklahoma, which last year adopted officially the speller, the history, the arithmetic and the State history; by Montana and Nevada, both of which use the speller. The annual sale of these volumes is now considerably above half a million, and none of the State adoptions so far secured expire before 1912.

W. C. Doub utilized to the full his genius for imparting knowledge —the teacher's gift—in the writing of his own text-books and has been fortunate in securing as authors of his other publications others with similar talents, and the volumes are generally recognized as being wonderfully clear and lucid, and easy of comprehension to the adolescent mind.

History is Praised

The History of the United States has been the subject of many editorials throughout the United States, which have praised the breadth of treatment and the lucid manner of dealing with the most intricate questions of modern civics and law. One chapter dealing with "Industrial Combinations"—Corporations, Trusts and Labor Unions—has been mentioned as a wonderfully clear and unbiased exposition of a delicate subject, a classic of its kind.

In dealing with modern questions Doub, in his history, dwells on the dignity of labor and the calling of the farmer, and having in mind the fact that modern education rather leads the boy away from the farm, points out that the business or profession of the farmer compares with any of the learned professions, and that the agriculturists are the backbone of the country.

A firm that has established a new business on the coast, that produces text-books of the highest standard, and that has entered the eastern field and there secured State adoptions in the face of the keenest kind of competition with the old publishing houses, is certainly a credit to the State.

* * *

"CALIFORNIA FRUITS AND HOW TO GROW THEM."

This volume is written by E. J. Wickson, who as head of the College of Agriculture of the University of California, is doing so much for the farmers of this State.

The book in its fourth edition has been revised and extended to such a degree as to become an invaluable guide not alone to the novice but to the most experienced fruit growers of the state. Its pages are profuse with illustrations, diagrams and tables, making a ready reference for the experienced and at the same time giving to the beginner an insight into the manner of how man and nature go hand in hand, that a word picture could not produce.

Part one treats mainly with fruit culture in its incipiency; the wild fruits of this State; the introduction of the Mission fruits by

the padres and other varieties by the early pioneers; together with the favorable fruit soils and climatic conditions, etc.

Part two takes up the clearing of the land, the manner of preparation and plainting; the newest methods of budding, grafting and pruning; also of fertilization and irrigation to bring the best fruits and heaviest returns.

Part three deals mainly with the varieties of our orchard fruits, the time and method of planting, blossoming, pruning, thinning and ripening; the amount and manner of draining and irrigation; also the treatment of soils and protecting of trees; in fact everything which bears on the healthfulness of the trees.

Part four embodies the grape industry, the many varieties and the propogation, planting and care of the vines.

Part five includes the culture and care of citrous and other semi-tropical fruits of this state and the method of packing and shipping.

The balance of the book is taken up with the culture of such smaller fruits as berries and currants; the growing of nuts; fruit preservation and protection and the utilization of fruit wastes. This volume should be in every school library. Have your clerk order it. Published by Pacific Rural Press. Price $3.

* * *

Heald's College and Thomas J. Kirk

Heald's chain of commercial colleges is the finest educational institution of its kind in the entire west. There are eleven colleges and over 3000 students in daily attendance. Each institution graduates efficient men and women for all departments of commercial life.

The normal department maintained at Oakland and San Francisco, has been exchanged with the Western School of Commerce of Stockton, for the commercial department of the latter school.

Thomas J. Kirk, who was county superintendent of Fresno County for eight years, and superintendent of public instruction of California for eight years, is active in the management of the great Heald system of commercial colleges. He spends several days each week in the Heald's San Francisco school and at the Head-Dixon, Oakland.

He superintends the course of study and visits and advises with the other schools. There is no one in the state who has such a fine combination of practical business knowledge and educational abiilty as Thomas J. Kirk. Mr. Kirk is a man of large business affairs. Among his other interests are his celery and asparagus lands in Bradford islands in the Sacramento river. His friends will be glad to learn that after weeks of anxiety on account of the last floods, his valuable lands and crops were not severely damaged. Mr. Kirk lives in Alameda, where he owns fine residence costing over $10,000, and has his business office at Heald's Dixon College, Oakland.

E. P. Heald, he founder of Heald's college, is very active in the management of all of the institutions that bear his name, and the success of the eleven institutions under his direction, is an excellent

record for service to the commercial world, and to young men and women who secure an education that fits them for a business career.

* * *

Alex B. Coffey, who is at the head of the department of education of the State University of Louisana, is the editor of the Louisiana School Review, a very creditible educational journal. He is making a great success of his work as teacher, lecturer and editor in the southland.

Mr. Hayden, a member of the Board of Education of San Francisco, is a lawyer and interested in civic affairs. He was formerly a teacher, and a county superintendent of schools.

E. L. Cave, the well known principal in Alameda, has developed a fine course in history for the grammar schools. He is also a good illustration of a school master and citizen. He is president of one of the finest clubs on the coast , for social betterment, and has a live wide awake and unselfish interest in civic life.

Duncan MacKinnon, City Superintendent of San Diego, is holding a series of local meetings where educational topics are discussed. His watchword is: "Cut Away the Dead Wood" and he delivered a very able address on some radical changes in our present method of conducting our schools.

Directory of Business and Professional Men

The business and professional cards represented here are thoroughly reliable. The Official Journal prints no advertisements of doubtful concerns.

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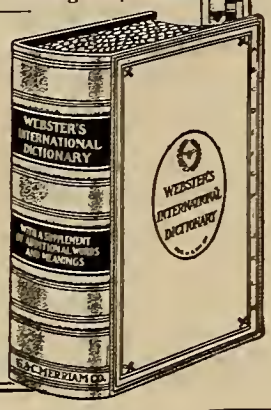

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The Western Journal of Education

April, 1909

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THE WESTERN JOURNAL OF EDUCATION

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Vol. XIV APRIL, 1909 No. 4

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Little Talks by the Way

Vale, Legislature

The Legislature is about to adjourn, to stay adjourned for two years. It seems to be a universal feeling throughout the State that this was the best and cleanest session the State has seen in many years. Perhaps not every one will agree with me in this; but I believe, after watching the thing for many days, that this high character, this advanced position that wins the approbation of the State, is due to the schoolmaster. There was a little bunch of university men in the legislature, young men, of high ideals, aggressive and self forgetful, who gave tone and spirit to it. Of course there was many an older man who did just as much and was just as high minded; but these new young men made a distinct element, a noticeable and wholesome admixture.

The Legislature is the seat of power. It holds the purse of the State. After all is said and done, it is the largest thing, the strongest thing, in all the commonwealth. Whatever flippant newspapers may say, whatever slighting remarks you may hear, do not lose sight of the fact that this same Legislature is a dignified and powerful body, including many of the keenest, ablest, wittiest men of California. The great enterprises of the State, political, financial, social, center around it. Do not allow yourself to get a little, petty, ignorant notion of it.

The Schools Came In

The visits of the schools to the Legislature during the past month was a distinct and salient feature—and a bran new one. It was not the nearest schools that came—a queer fact, isn't it? Mr. Bacon of Rio Vista came with a crowd of sixty grammar school people. Principal Keyes and Vice Principal Sutton of the Oakland High School came with sixty young people. Sixteen girls came from Stanford University. Principal Smith came from Winters with his senior class. Several other schools were mentioned in the last "Journal."

*
* *

Time of Their Lives

If I do not misjudge appearances, these young people had the time of their lives, and one which was a valuable experience. They watched the Senate and the Assembly. They shook hands with the Governor and met the Speaker and were introduced to the President of the Senate. They heard roll calls, debates, amendments, calls of the house. They went up to the dome and out on the Capitol grounds. They saw the text-books making at the State printing office and the beneficial insects hatching at the Insectary. They ate lunch at the Cafetaria. They took home samples of bills and journals. Many of them came by river steamer and went home by railroad.

Perhaps this experience will not help them through the next examination, or be of direct use in their text-books; but it was a fine experience for all that, and does for them what no book or class room can do. It will make the world mean more to them. It will mean something to them now when they read in the papers about Governor Gillett, Eddie Wolfe, Grove Johnson, Stetson, Estudillo, Roseberry, Caminetti and the rest. The direct primary and the local option and the Islais Basin will be more than an empty sound to those who heard them debated.

*
* *

What's the Use?

It was a lot of trouble for each of these teachers to undertake and carry out the undertaking. And think of the responsibility! Taking a lot of hare-brained, harum scarum youngsters away off to a distant city! And the expense and

annoyance! And who would appreciate it? Oh, what's the use?

Plenty of chances for the thing to go wrong, too. Many a pitfall in a strange and wicked city. Maybe someone get drowned or run over. Why go out of the way to get into trouble? What's the use?

Well, good friends, to some folks it isn't any use. But let me tell you a very deep and profound truth. The teacher who can enter into the lives of his children—who can be their leader on excursions out into the unknown sea of life—who goes with them away from book and class—he gets into their hearts as no other human being can. He affects their future; he lives in their memory; he is really their TEACHER!

*
* *

The Blankety Blanks

The superintendents are doubtless impatient for their census and election blanks. They write and telegraph and telephone in a way to make us very sad, but it does not affect the time of sending blanks—we are sending them as fast as possible already. The Legislature has changed the law in many places and it is still in session. To print a blank and then have to print it over might cost a thousand dollars. We can be sure of nothing until after the close of the session.

We are changing the certificates of appointment with annexed oaths of office (for census marshals, trustees, etc.), to the form of a return postal card, which may be folded and stamped by the superintendent before sending to districts. We shall be glad to know how the change works in practice, and whether or not you would rather go back to the old form.

*
* *

Arbor Day Manual

The Arbor Day Manuals were issued only a week before the law establishing March 7th as a State Arbor Day. These pamphlets are distributed through the county superintendents; so if you are a teacher or a school officer please do not write to us for a copy but to your superintendent. Possibly some may wish to keep it till next year, rather than use it now.

The colored cover is an original California design made for this special purpose. We had difficulty in getting California material, however, to put on the inside. I think it is a

disgrace to be obliged to go to other States for material to illustrate this idea, and hope everyone will be on the lookout for good photographs and stories for future Arbor Days. A picture of a school before and after improvement is a fine object lesson; or a striking picture of a well improved school, with trees, vines and shrubs as they should be; or a story of what was done in some school with good effect.

*
* *

Scientific Temperance Instruction

Superintendents often want someone on the institute program to give instruction along the line of alcohol and narcotics. Mrs. Augusta C. Bainbridge, of 4487 Twenty-third street, San Francisco, has been filling a number of engagements of late, sent out by the State W. C. T. U. Make a note of the address, in case you are likely to need anything of the kind.

*
* *

The Annual Convention

A law has been made giving the superintendent power to call an Annual Convention of City and County Superintendents. Shall we make use of this at once, or wait till next year? My own instinct is to go slowly and make changes with moderation. Whereat, my friends accuse me of never setting the river afire. What do you all think about it? I shall hope to get a brief expression from each superintendent who reads these lines, giving his feeling as to the proper time for calling the next Convention.

*
* *

School House Manual

We must go to press now very soon with the handbook on school architecture and school improvement that was requested by the Tahoe Convention. This is the last call for material for it. I am anxious for a large number of the superintendents to send a photograph and a short description of the school house that each regards as the best in his county. This would make an interesting exhibit. I must have phrased the request for them badly, however, for there have been few responses. I would like the book to have California color, and to be largely the work of our own school people and to have

a flavor of originality. If anyone has any story in mind or any picture, that would be interesting to people who have charge of school buildings and school grounds—please, oh please, list to my heartfelt appeal and send it in at once.

* * *

State Text-Book Committee

(This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett. The Secretary will try to use this department to bring his work in closer touch with the teachers of the State by recording each month the details that seem to be of general interest.)

A meeting of the State Board of Education is called for April 21st, 22nd and 23rd, at the office of the Superintendent of Public Instruction, State Capitol, Sacramento, California.

At this meeting the adoption of state text-books in Reading, Grammar School History, and Civics will be considered. The subject of Reading will be considered on April 21st, History, April 22nd, and Civics, April 23rd.

The Readers of the various texts have been invited to be present at the aboved named meeting to confer with the State Board of Education regarding the merits of the texts under consideration.

Publishers of text-books who have submitted bids, are invited to have a representative appear before the State Board of Education on the dates above mentioned, and present the merits of the text-books submitted by them for adoption.

To Whom it May Concern:

At a meeting of the State Text-Book Committee, held March 26, 1909, the following resolution was adopted:

Resolved, That it be the sense of the State Text-Book Committee that all communications whatsoever in the way of reports upon texts to the State Text-Book Committee or the State Board of Education are to be regarded as strictly private until the texts in question have been adopted.

It is further the sense of the Committee that under the rules of the State Board of Education a personal interview or any communication upon the subject of reports on texts between representatives of book publishers and readers would be impropriety until after the adoption of the texts in question.

The State Text-Book Committee,

By GEO. L. SACKETT,

Secretary.

EDUCATIONAL BILLS THAT HAVE BECOME LAWS

By Job Wood Jr.

Since the issue of the Journal for March the following bills pertaining to education have been signed and will in due time become laws:

Assembly Bill No. 671. By Mr. Sackett. Approved March 16, 1909.

An act to prevent the formation and prohibit the existence of secret, oath-bound fraternities in the public schools.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. From and after the passage of this act, it shall be unlawful for any pupil, enrolled as such in any elementary or secondary school of this state, to join or become a member of any secret fraternity, sorority or club, wholly or partly formed from the membership of pupils attending such public schools, or to take part in the organization or formation of any such fraternity, sorority or secret club; provided, that nothing in this section shall be construed to prevent any one subject to the provisions of the section from joining the order of the Native Sons of the Golden West, Native Daughters of the Golden West, Foresters of America or other kindred organizations not directly associated with the public schools of the state.

Sec. 2. Boards of school trustees, and boards of education shall have full power and authority to enforce the provisions of this act and to make and enforce all rules and regulations needful for the government and discipline of the schools under their charge. They are hereby required to enforce the provisions of this act by suspending, or, if necessary, expelling a pupil in any elementary or secondary school who refuses or neglects to obey any or all such rules or regulations.

In effect May 16, 1909.

* * *

Assembly Bill No. 316. By Mr. Johnston of Placer County. Approved March 9, 1909.

An act to repeal an act entitled "An act concerning common school in the city of Placerville, approved April 1, 1864.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. An act entitled "An act concerning common

schools in the city of Placerville, approved April 1, 1864," is hereby repealed.

Sec. 2. This act shall take effect and be in force from and after its passage.

* * *

Assembly Bill No. 314. By Mr. Johnston of Placer. Approved March 9, 1909.

An act to repeal an act entitled "An act supplementary to and amendatory of an act entitled 'An act concerning common schools in the city of Placerville, approved April 1, 1864,' to provide ways and means for building, furnishing and repairing schools houses in said city, and for other purposes, approved March 16, 1874."

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. An act entitled " An act supplementary to and amendatory of an act entitled 'An act concerning common schools in the city of Placerville, approved April 1, 1864," to provide ways and means for building, furnishing and repairing schoolhouses in said city, and for other purposes, approved March 16, 1874," is hereby repealed.

Sec. 2. This act shall take effect and be in force from and after its passage.

* * *

Assembly Bill No. 52. By Mr. Cogswell. Approved February 25, 1909.

An act to amend Section 649 of the Civil Code of the State of California relating to the incorporation of colleges and seminaries of learning.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 649 of the Civil Code is hereby amended to read as follows:

649. Any number of persons who may desire to establish a college or seminary of learning may incorporate themselves as provided in this part, except that in lieu of the requirements of section 299, the articles of incorporation shall contain:

1. The name of the corporation.
2. The purpose for which it is organized.
3. The place where the college or seminary is to be conducted.
4. The number of its trustees, which shall not be less than

five or more than twenty-five, and the names and residences of the trustees. The term for which the trustees named and their successors are to hold office may also be stated. If it is desired that the trustees, or any portion of them, shall belong to any organization, society or church, such limitation shall be stated.

5. The names of those who have subscribed money or property to assist in founding the seminary or college, together with the amount of money and description of property subscribed.

In effect April 25, 1909.

* * *

Assembly Bill No. 145. By Mr. Polsley. Approved March 8, 1909.

An act to amend section 1876 of the Political Code of the State of California, referring to contracts by school trustees.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1876 of the Political Code of the State of California is hereby amended to read as follows:

1876. No school trustee or member of any board of education must be interested in any contract made by the board of which he is a member; and any contract made in violation of this provision is void: provided, that in school districts having fewer than forty census children, a member of the board of trustees may receive a reasonable compensation from the district for necessary work and labor performed by him for the district in repairing the schoolhouse, fences and other property belonging to the district or in furnishing wood or other necessary supplies, but in all such cases the requisition drawn in his favor in payment of services or supplies must be signed by the other two trustees before it shall be subject to approval by the superintendent of schools.

In effect May 8, 1909.

* * *

Senate Bill No. 160. By Senator Black. Approved March 8. 1909.

An act to establish a bird and arbor day.

The people of the State of California, represented in senate and assembly. do enact as follows:

Section 1. March 7th of each year, being the anniversary of the birthday of Luther Burbank, is hereby set apart and designated bird and arbor day.

All public schools and educational institutions are directed to observe bird and arbor day, not as a holiday, but by including in the school work of the day suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection towards them.

Sec. 2. This act shall take effect from and after its passage.

* * *

Senate Bill No. 354. By Senator Miller. Approved March 10, 1909.

An act to amend section 1775 of the Political Code of the State of California, relating to the duties of county boards of education.

This act changes sub (1) (b) (3) to read as follows:

To holders of diplomas of graduation of the four year course of the University of California or Leland Stanford Junior University when said holder of such diploma shall have had six months' training in one of the state normal schools of this State or has had eight months' sucessful experience in teaching in the public schools of Caifornia after graduation.

* * *

Assembly Bill No. 228 by Mr. Polsley supplements Senator Miller's bill providing a temporary certificate for such graduates for two years. See the last part of sub. 7 in the following:

Assembly Bill No. 228. By Mr. Polsley. Approved March 16, 1909.

An act to amend section 1543 of the Political Code, so as to provide for suspended school districts.

Section 1. Section 1543 of the Political Code is hereby amended to read as follows:

2. If in any school district there has been an average daily attendance of only five or a number of pupils less than five during the whole school year, the superintendent shall, after giving due notice to all parties interested by sending notices by registered mail to each of the trustees, or by causing notices to be posted in three public places in the district, one of which shall be at the door of the schoolhouse, for not less than ten days, report the fact to the board of supervisors at their first meeting in August. The board of supervisors shall investigate

the matter, and, if in its judgment it would be better to temporarily suspend the school district they shall immediately so suspend it. If the board of supervisors find that there are other school facilities or that there is no reasonable chance to re-establish the district they shall declare the district lapsed, and shall attach the territory thereof to one or more of the adjoining districts in such manner as may be by them considered most convenient for the residents of said lapsed district.

3. At the meeting of the board of supervisors in the months of July, August or September, the board of supervisors may re-establish a suspended school district upon proper showing of the people or board of school trustees of the district that there are eight or more pupils of the district ready to attend school.

4. After a district has been suspended, the county superintendent shall at the time of making the apportionment of school moneys as provided in section 1858 of the Political Code, set aside for such suspended district, the sum of five hundred and fifty dollars. This amount, with any unexpended balance to the credit of the district shall, be held for the use of the suspended district, in case it should be re-established, and so much of it as may be needed to keep the property of the suspended district insured, and to pay the census marshal, may be expended by the trustees in the same manner as if the district were not suspended. But no subsquent apportionment shall be made to a suspended district, until it is re-established as provided in subdivision three of this section.

5. Trustees shall be elected and a school census taken in suspended districts just as if they were not suspended.

6. The superintendent may at any time in the month of July of any year give notice as provided in subdivision two of this section, to any suspended district which has not maintained school during the year past, and at the first meeting of the board of supervisors in August ask that such district be declared lapsed.

7. A suspended district may be merged with one or more adjoining districts whenever a petition signed by the majority of heads of families as shown by the last preceding school census residing in each of said districts shall be presented to the board of supervisors. Such petition must be filed with the county superintendent and by him presented to the board of supervisors with such suggestion as he thinks best. A temporarily suspended district when reopened shall be considered the same as a new district in regard to its next apportionment.

8. When any district has been declared lapsed, the board of supervisors shall sell or otherwise dispose of the property thereto belonging, and shall place the proceeds of such sale to the credit of the district. Thereupon the superintendent shall determine all outstanding indebtedness of said lapsed district, and shall draw his requisition upon the county auditor in payment thereof. Any balance of the moneys remaining to the credit of said lapsed district after all indebtedness has been paid shall be transferred by the superintendent to the credit of the district into which the said lapsed district has been merged. If the lapsed district has been attached to more than one of the adjoining districts, the superintendent must apportion the moneys remaining to the credit of the lapsed district to the several districts pro rata according to the number of school census children of the respective districts as shown by the last preceding school census. Should there not be sufficient funds to the credit of the lapsed district to liquidate all of the outstanding indebtedness thereof, the superintendent shall draw his requisition upon the county auditor pro rata for the several claims.

* * *

Seventh. He shall have power to issue temporary certificates of equivalent grades to persons holding valid secondary or high school, elementary or grammar school, kindergarten-primary and special certificates granted by county boards of education of California; or to persons who are graduates of colleges, normal schools or universities and who hold valid certificates issued outside of California when, in the judgment of the superintendent such certificates correspond in grade to any certificate which may be issued under the provisions of section 1775 of the Political Code of California; which temporary certificate when issued between July 1st and December 30th shall expire on January 1st following; and when issued between January 1st and June 29th shal expire on July 1st following; provided further, that he shall have power to issue temporary elementary certificate valid for two years to graduates of the University of California and to graduates of the Leland Stanford Junior University; and provided further that no person shall be entitled to receive a temporary certificate more than once in the same county.

In effect May 16, 1909.

It will be noticed by Sub. 2 of this bill that it provides for suspending a school district in place of lapsing at once and changes the law on temporary certificates in the seventh.

Assembly Bill No. 284. By Mr. Johnson of Placer. Approved March 16, 1909.

An act to add a new section to the Political Code, to be numbered 1671b, relating to enlarging, reconstructing, or replacing county secondary schools or increasing the capacity and accommodations thereof, and the levying of a special tax for such purposes.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. A new section is hereby added to the Political Code, to be numbered 1671b and to read as follows:

1671b. In counties where county secondary schools have been established, or may hereafter be established pursuant to section 1671 of this code, the board of supervisors may, for the purpose of raising money for building additional school-rooms, purchasing additional school ground, repairing reconstructing, enlarging, replacing, or otherwise improving such county secondary school or increasing the capacity thereof or improving the grounds thereof, or for supplying or refurnishing the same with necessary furniture or apparatus, or for any or all of such purposes, when in the judgment of said board it is advisable, levy a special tax upon all the assessable property of the county in the manner prescribed in subdivision 4 of said section 1671 of this code, in an amount estimated by said board to be sufficient for such purpose or purposes, which said tax shall be computed, entered on the tax roll and collected in the same manner as other taxes are computed, entered and collected; and the amount so collected shall be deposited in the county treasury, and be known and designated as the county secondary school improvement fund, and shall be drawn from the treasury as other moneys so appropriated are drawn, upon the order of the county board of education, which shall have the power and authority in such case to make and complete any of the improvements hereinbefore mentioned.

Sec. 2. This act shall take effect and be in force from and after its passage.

* * *

Assembly Bill No. 604. By Mr. Sackett. Approved March 16, 1909.

An act to amend section 1492 of the Political Code of the State of California, relating to the duties of the joint board of state normal school trustees.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1492 of the Political Code of the State of California is hereby amended to read as follows:

1492. There shall be a joint board of state normal school trustees, to be composed of the governor, the superintendent of public instruction, the presidents of the different state normal schools, the chairman and two other members of each normal school board. The two members besides the chairman of each local board shall be elected by the respective local boards for every joint meeting. Said joint board shall meet on the second Friday of April in each year, alternately at the different state normal schools. The first meeting after the passage of this act shall be held at San Diego, the second meeting at San Francisco, the third at San Jose, the fourth at Chico, and the fifth at Los Angeles. Thereafter the places of meeting shall be in the order mentioned above. Special meetings may be called at any time and at any place by the governor for the transaction of any urgent business affecting the welfare of any or all of the state normal schools, when in his judgment it may be necessary. The governor shall be ex-officio chairman of said joint board of normal school trustees.

The powers and duties of said joint board of normal school trustees are as follows:

1. To prescribe and enforce a uniform series of text-books for use in state normal schools; the state series of text-books shall be used when published, in the grades and classes for which they are adapted.

2. To prescribe and enforce a uniform course of study, which shall include manual training, domestic science, agriculture, physiology and hygiene, and the methods of distinguishing such physical defects as tend to retard the physical and mental development of the child; and shall determine the time and standard for graduation from the state normal schools.

3. To prescribe a uniform standard of admission for students entering the normal schools, and for transfer of pupils from one normal school to another; provided, that a student for good cause may, upon recommendation of the president of the school from which he seeks to be transferred, enter any other normal school and without examination be admitted to classes corresponding to those in the school which he has left.

4. To sit as a board of arbitration in matters concerning the management of each state normal school that may need adjustment.

5. The joint board shall also have the power to pass any general regulations that may be applied to all the state normal schools, thus affecting their well being.

6. Members in attending the meetings of the joint board shall receive mileage while in actual attendance upon the meeting, the same to be paid out of any appropriation made by the legislature for that purpose.

7. The superintendent of public instruction shall be the secretary of the joint board. The secretary shall keep a full record of all proceedings of the joint meetings of the trustees, and shall notify the secretary of each board of trustees of any changes made in the course of study, or the text-books to be adopted.

In effect May 16, 1909.

* * *

Assembly Bill No. 631. By Mr. Sackett. Approved March 16, 1909.

An act entitled "An act to amend section 1533 of article II of the Political Code by providing a superintendents' annual convention.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1533 of article II of the Political Code is amended to read as follows:

1533. He shall have power to call, annually, a convention of the county and city superintendents, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public schools, the laws relating thereto. and such other subjects affecting the welfare and interest of the public schools as shall properly be brought before it. It is hereby made the duty of all county and city superintendents to attend and take part in the proceedings of such convention when it is called. The actual expenses of the county superintendents attending the convention shall be allowed by the board of supervisors and paid out of the same fund as the salary of the county superintendents is paid; the actual expenses of the city superintendents attending the convention shall be allowed and paid out of the same fund as the salary of such city superintendents is paid.

In effect May 16, 1909.

Assembly Bill No. 631 authorizes the superintendent of public instruction to hold a county and city superintendents' convention each year.

* * *

Assembly Bill No. 842. By Mr. Nelson. Approved March 16, 1909.

An act to amend section 10 of an act entitle "An act to create and administer a public school teachers' annuity and retirement fund in the several counties, and cities and counties in the state," approved March 26, 1895, and amended March 29, 1897, and amended March 23, 1901, and amended March 20, 1903.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 10 of an act entitled, "An act to create and administer a public school teachers' annuity and retirement fund in the several counties, and cities and counties in the state," approved March 26, 1895, and amended March 29, 1897, and amended March 23, 1901, and amended March 20, 1903 is hereby amended to read as follows:

Section 10. The public school teachers' annuity and retirement fund herein provided for, shall consist of the following, with the income and interest thereof:

(I). Twelve (12) dollars per school year of the salaries paid to all those subject to the burdens imposed by this act, in each county, or consolidated city and county, shall be deducted from the warrants for salary, and paid by the treasurer of the county, or consolidated city and county, to the public school teachers' retirement fund commissioners of said county, or consolidated city and county; and it shall be the duty of the secretary of the board of education in every incorporated city or town, or consolidated city and county, and the clerk of the board of trustees of every public school district outside of such city or town, or consolidated city and county, to deduct from each salary demand, the said sum according to the class to which each teacher belongs, and to draw his warrant at the end of each month for the total amount in favor of the public school teachers' retirement fund commissioners.

(II). All moneys received from gifts, bequests and devises, or from any other source.

(III). All moneys, pay, compensation or salary forfeited, deducted or withheld from the warrant or demand for salary

of any teacher or teachers for and account of absence from duty from any cause, which the board of education of every incorporated city or town, or the board of trustees of every school district outside of such city or town, may appropriate and set apart for the aforesaid fund; and said board of education or board of trustees are hereby empowered to appropriate such moneys, or any part thereof, for such fund; provided, that in consolidated cities and counties, after the establishment of an annuity fund therein, it is hereby made the duty of the boards of education to appropriate monthly, at least one-half of such moneys for such fund.

In effect March 16, 1909.

* * *

Assembly Bill No. 934. By Committee on Education by request of the superintendent of public instruction. Approved March 16, 1909.

An act to amend an act entitled, "An act to continue in force school teachers' certificates, state educational diplomas, and life diplomas," approved February 5, 1880.

The people of the State of California, represented in senate and assembly, do enact as folows:

Section 1. All teachers' diplomas, university documents, normal documents, city, city and county, and county certificates of all grades granted previous to the first day of February, A. D. 1909, shall be continued in full force and effect for the full time for which they were granted, and shall be deemed valid for all purposes and to the full extent of time that the same were and were intended respectively to be, under the laws in force at the time they were issued.

Sec. 2. This act shall take effect and be in force on and after the date of its approval.

This bill is intended to make sure that the amendment to the constitution passed last fall changing primary and grammar schools to "elementary" schools and high schools to "secondary" would not invalidate any teachers' certificate.

* * *

Senate Bill No. 69. By Senator Cutten. Approved March 15, 1909.

An act to amend section 1622 of the Political Code relating to state and county school moneys being used for the payment of teachers and superintendents of schools.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1622 of the Political Code is hereby amended to read as folows:

1622. Boards of schools trustees and city boards of education may use forty per cent of the county school money for any of the purposes authorized by this chapter; but all the state school money and not less than sixty per cent of the county school money shall be applied exclusively to the payment of teachers' salaries of the elementary schools; provided, that any city superintendent of public schools or supervising principal of public schools who holds a teacher's certificate in force for the full time for which the requisition is drawn may be paid out of the same money or fund used for the payment of the salaries of teachers of the elemenary schools.

Sec. 2. This act shall take effect immediately.

* * *

Senate Bill No. 353. By Senator Miller. Approved March 16, 1909.

An act to amend section 1521 of the Political Code of the State of California, relating to the duties of the state board of education.

The people of the State of California, represented in senate and assembly, do enact as folows:

Section 1. Section 1521 of the Political Code of the State of California is hereby amended to read as follows:

1521. The powers and duties of state board of education are as follows:

1. To adopt rules and regulations not inconsistent with the laws of this state for its own government, and for the government of the public schools and district school libraries.

2. ((a). To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this state. No credentials shall be prescribed or allowed, unless the same, in the judgment of the board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the state board of education of this state, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

(b). The said board shall also consider the cases of individual applicants who may have taught successfully for a period of not less than twenty school months, and who are

not possessed of the credentials prescribed by the board under the provisions of this section. The said board, in its discretion, may issue to such applicants special credentials upon which they may be granted certificates to teach in the high schools of the state. In such special cases, the board may take cognizance of any adequate evidence of preparation which the applicants may present. The standard of qualification in such special cases shall not be lower than that represented by the other credentials named by the board under the provisions of this section.

3. To grant life diplomas of four grades, valid throughout the state, as follows:

(a). High school: Authorizing the holder to teach in any primary and grammar or high school.

(b). Grammar school: Authorizing the holder to teach in any primary or grammar school.

(c). Kindergarten-primary: Authorizing the holder to teach in the kindergarten class of any primary school.

(d). Special: Authorizing the holder to teach in any school such special branches and in such grades as are named in such diploma.

4. Except as provided in sections 1503 and 1775 of this code, life diplomas may be issued only to such persons as have held for one year, and still hold a valid county, or city and county, certificate, corresponding in grade to the grade of diploma applied for, and who shall furnish satisfactory evidence of having had a successful experience in teaching of at least forty-eight months. Not less than twenty-one months of said experience shall have been in the public schools of California. Every application must be accompanied to the state board of education by a certified copy of a resolution adopted by at least a three-fourths vote of all the members composing a county, city and county, board of education, recommending that the diploma be granted, and also by an affidavit of the applicant, specifically setting forth the places in which, and the dates between which, said applicant has taught. The application for any credential or diploma or document mentioned in this chapter must also be accompanied by a fee of two dollars, for the purpose of defraying the expense of issuing the credential, document or diploma.

5. To revoke or suspend for immoral or unprofessional conduct, or for evident unfitness for teaching, life diplomas, educational diplomas, documents issued under the provisions of sections fifteen hundred and three and seventeen hundred

and seventy-five of this code, or credentials issued in accordance with subdivision two of this section; and to adopt such rules for said revocation as they may deem expedient or necessary.

6. To have done by the state printer, or other officer having the management of the state printing, any printing required by it; provided, that all orders for printing shall first be approved by the state board of examiners.

7. To adopt and use, in authentication of its acts, an official seal.

8. To keep a record of its proceedings.

9. To designate some educational monthly journal as the official organ of the department of public instruction. The publishers of such journal shall, before the tenth day of each month, mail one copy of such journal to the clerk of every school district in the state and to the secretary of every board of education, and shall, on or before the tenth day of each month, file an affidavit with the superintendent of public instruction, showing that such copies have been so mailed for that month. Each clerk of a school district and each clerk of a board of education, receiving a copy of such journal so mailed to him, shall place such copy in the school library of his district, before the end of the month in which such copy shall be so received. The county superintendent of schools of each county, or city and county, shall draw his warrant semi-annually, in favor of the publishers of such journal, for an amount equal to one-half of the regular subscription price of such journal, not exceeding one dollar and fifty cents in any school year for each and every school district in his county, or city and county, and charge the same to the library fund of the district; provided, that such warrant shall not be drawn until such county superintendent of schools shall have received from the superintendent of public instruction a certificate to the effect that the affidavits aforesaid have been duly filed in his office, showing the mailing of copies of such journal as above required, for the half year to be covered by such warrant.

In effect May 16, 1909.

This law authorizes the state board of education to charge a fee of $2.00 for all diplomas as documents granted by it. It leaves out the "University Document" heretofore granted. The Legislature considers this document as useless.

Senate Bill No. 814. By Senator Curtin. Approved March 15, 1909.

An act to add a new section to the Political Code, to be numbered 1580, relating to joint school districts upon the organization of new counties or changes in county boundaries.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. A new section is hereby added to the Political Code, to be numbered 1580, to read as follows:

1580. Whenever any school district has been, or shall hereafter be, intersected by any county boundary line in the formation of any new county, or in changing the boundary of any county, and portions of the district then lie in different counties, such district, shall by operation of law constitute and become established as a joint school district, at the time of such intersection, unless otherwise provided.

Sec. 2. This act shall take effect from and after its passage and approval.

* * *

Senate Bill No. 983. By Senator Curtin. Approved March 15, 1903.

An act validating bonds heretofore voted and issued by joint union high school districts.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Any and all bonds heretofore voted and issued by joint union high school districts which embrace joint school districts, are hereby declared to be valid and binding upon such districts.

Section 2. This act shall take effect immediately.

* * *

Senate Bill No 1002. By Senator Thompson. Approved March 15, 1909.

An act to validate all bonds heretofore issued, or ordered to be issued by or on behalf of any school district, high school district, union high school district, or joint union high school district, where authority for such issuance has already been given by a vote of more than two-thirds of the electors of such district.

Section 1. In all cases where the board of supervisors of any county of this state, purporting to act under and by virtue of the provisions of the Political Code applicable thereto, has

ordered the issuance of bonds of any school district, high school district, union high school district, or joint union high school district, after a special election of the qualified electors of such district has been held to determine whether such indebtedness shall be incurred, at which election not less than two-thirds of all the qualified electors voting at such election have voted in favor of incurring such indebtedness, all the proceedings of the trustees or board of education of such district, and of the board of supervisors, preceding and including the issuance and the proposed issuance of such bonds are hereby validated, ratified and confirmed; and all such bonds sold or to be sold for not less than par and accrued interest are hereby declared to be legal and valid obligations of such district in accordance with their terms.

Sec. 2. This act shall take effect and be in force from and after its passage.

* * *

Senate Bill No. 1042. By Senator Hartman. Approved March 15, 1909.

An act to amend section 1550 of the Political Code of the State of California, relating to salaries of deputy superintendents of schools.

The people of the State of California, represented in senate and assembly, do enact as folows:

Section 1. Section 1550 of the Political Code of the State of California is hereby amended to read as folows:

1550. Each deputy school superintendent of any city, or city and county, or counties of the first class, may receive such compensation as the board of education thereof prescribes, payable in the same manner and out of the same fund as the superintendent of schools thereof is paid; provided, that the compensation of each deputy school superintendent of any county of the first class, shall not be less than the minimum received by any high school principal in said county of the first class.

Sec. 2. This act shall take effect immediately.

* * *

Assembly Bill No. 974. By Mr. Transue. Approved March 15, 1909.

An act providing for the dissemination of knowledge among the people of California as to the best means of preventing the spread of tuberculosis, and making an appropriation therefor.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. It shall be the duty of the state board of health to publish or procure and to distribute free to the people of the State of California printed matter, charts, pictures or models, or to demonstrate to them in any practical way the prevalence of tuberculosis, the danger of infection therefrom and the means of prevention and cure.

Sec. 2. The sum of two thousand dollars is hereby appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, for the purpose of this act, and the state controller is hereby directed to draw his warrant in favor of the state board of health for sums aggregating that amount, the claims having been audited by the state board of examiners, and the state treasurer is directed to pay the same.

In effect in sixty days.

* * *

Assembly Bill No. 1103. By Mr. Bohnett. Approved March 17, 1909.

An act to amend section 652 of the Civil Code of the State of California, relating to the consolidation of colleges and institutions of higher education.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 652 of the Civil Code of the State of California is hereby amended so as to read as follows:

652. Whenever any benevolent, religious or fraternal organization or society, having a grand lodge, assembly, conference or other legislative or representative head in the State of California, having two or more colleges or institutions of higher education under its patronage, shall, for the purpose of greater efficiency and simplicity in the administration of its educational interests, desire to consolidate such institutions under one management, such organization or society shall be and is hereby authorized to consolidate such institutions under one management by complying with the following provisions:

Such grand lodge, assembly, conference or other legislative or representative head having authorized a consolidation of its institutions, a new corporation shall be formed. The board of trustees of the new corporation shall at first consist of the persons constituting the boards of trustees of the several institu-

tions, respectively thus consolidating, and others; provided the number of trustees shall not exceed forty-five. The board of trustees shall be so classified that the term of office of one-third of its number shall expire each year; the successors of such trustees, as their terms expire, shall be elected by such grand lodge, assembly, conference or other legislative or representative head, at its annual meeting.

The said board of trustees shall report annually to the grand lodge, conference, assembly or other legislative or representative head controlling it, the condition of affairs of such corporation, and the amount and manner of its receipts and expenditures.

After the two or more colleges or institutions of higher education under the patronage of any benevolent, religious or fraternal organization or society, having a grand lodge, assembly, conference or other legislative or representative head in the State of California shall have become consolidated as hereinabove directed or specified, the board of trustees of the new corporation, consisting at first of the persons constituting the boards of trustees of the several institutions, respectively thus consolidated, may be reduced in number after said board of trustees shall have transacted the business of said corporation for a period of five years after such consolidation. Said number shall be reduced by the grand lodge, assembly, conference or other legislative or representative head of said colleges or institutions of higher education in the following manner, viz.: At any annual session of such grand lodge, assemby, conference or other legislative or representative head, there shall be dropped from the number of trustees to be elected at that session of such grand lodge, assembly, conference or other legislative or representative head such a number of trustees as those present at such session shall determine, provided however, that at no time shall the number of trustees composing such board be less than fifteen.

In effect in sixty days.

* * *

Senate Bill No. 292. By Senator Wright. Approved March 18, 1909.

An act to amend section 1665 of the Political Code relative to the course of study in public schools of the State of California.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1665 of the Political Code of the State of California is hereby amended to read as follows:

1665. Instruction must be given in the following branches in the several grades in which they may be required, viz.: reading, writing, orthography, arithmetic, geography, nature study, with special reference to agriculture; language and grammar, with special reference to composition; history of the United States and civil government; physical culture, including the necessary elements of physiology and hygiene, with special reference to the injurious effects of tobacco, alcohol and narcotics on the human system; morals and manners; music, drawing and elementary bookkeeping, humane education, and, when competent teachers thereof can be secured and there are sufficient funds in the district to pay their salaries, manual training and domestic science; provided, that instruction in elementary bookkeeping, humane education, elements of physiology and hygiene, music, drawing, and nature study may be oral, and no text-books on these subjects shall be required. Provided further that county boards of education may, in districts having less than one hundred census children, confine the pupils to the studies of reading, writing, orthography, arithmetic, language and grammar, geography, history of the United States and civil government, elements of physiology and hygiene, elementary bookkeeping, until they have a practical knowledge of these subjects; and it is further provided, that no more than twenty recitations per week shall be required of pupils in the secondary schools, and no pupil under the age of fifteen years in any elementary school shall be required to do any home study.

Sec. 2. This act shall take effect immediately after its passage.

* * *

Senate Bill No. 630. By Senator Holahan. Approved March 20, 1909.

An act to regulate the issue of bonds of school districts in cities of the fifth class, and school districts partly within and partly without such cities of the fifth class.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. The board of education of any school district in a city of the fifth class, or of any school district which embraces territory, a portion of which is within and a portion of which is without such city of the fifth class, may, when in

their judgment it is advisable, and must when requested by the board of trustees of such city, call an election and submit to the electors of the district whether the bonds of such district shall be issued and sold for the purpose of raising money to purchase school lots, and for building or purchasing or repairing one or more school houses, and supplying the same with furniture, necessary apparatus, and improving the grounds, and for liquidating any indebtedness already incurred for such purposes.

Sec. 2. Such election must be called by posting notices, signed by the board of education, in three of the most public places in the district, for not less than twenty days before the election, and by publishing such notices in some newspaper published in such city, not less than once a week for three successive weeks.

Sec. 3. Such notices must contain:

1. The time and place of holding such election.

2. The names of one inspector and two judges in each voting precinct in said district, to conduct the same.

3. The hours during the day, not less than six hours, in which the polls will be open.

The amount and denomination of the bonds, the rate of interest, and the number of years, not exceeding forty, the whole or any part of said bonds are to run.

Sec. 4. Such election shall be held, in all respects as nearly as practicable, in conformity with the general election law; provided, that no particular form of ballot shall be required, excepting that the words to appear on the ballots, which shall be "Bonds—Yes," or "Bonds—No"; nor shall any informalities, not amounting to fraud in conducting such election, invalidate the same.

Sec. 5. On the seventh day after said election, at one o'clock p. m., the returns having been made to the board of education, the board must meet and canvass said returns, and if it appears that two-thirds of the votes cast at said election were in favor of issuing such bonds, then board shall cause an entry of that fact to be made upon its minutes, and shall certify to the board of supervisors of the county in which said district is located, the proceedings had in the premises; and thereupon said board of supervisors shall be and they are hereby authorized and directed to issue the bonds of such district to the number and amount provided in such proceedings, payable out of the bond fund of such district (naming the same), and that the money shall be raised by taxation upon

the taxable property in said district for the redemption of said bonds, and the payment of the interest thereon; provided, that the total amount of bonds so issued shall not exceed five per cent of the taxable property of the district, as shown by the last equalized assessment of the property in such school district.

Sec. 6. The board of supervisors, by an order entered upon its minutes, shall prescribe the form of said books, and of the interest coupons attached thereto, and must fix the time when the whole or any part of the principal of said bonds shall be payable, which shall not be more than forty years from the date thereof.

Sec. 7. Said bonds mush be payable in gold coin of the United States, must be signed by the president of the board of supervisors, and countersigned by the clerk of the county, who must affix the county seal thereto; must not bear a greater rate of interest than eight per cent, and said bonds must be sold in the manner prescribed by the board of supervisors, but for not less than par, in gold coin of the United States, and the proceeds of the sale thereof must be deposited in the county treasury to the credit of the building fund of said school district, and be drawn out for the purpose aforesaid, as other school moneys are drawn out.

Sec. 8. The county board of supervisors shall annually, at the time of levying taxes for county purposes, levy a tax upon the taxable property within such district, sufficient to pay the annupal interest on such bonds and to pay the principal in equal annual installments; but the order directing the issue of bonds may prescribe that the payment of the principal may be deferred for not more than five years. All moneys so collected shall be paid into the county treasury and used for the payment of interest and principal of such bonds, and for no other purpose. The county auditor shall issue his warrant for the payment of interest and installments, and cancel all coupons and bonds redeemed and file them with the county treasurer. The provisions of this section shall, so far as applicable, govern any bonds that may have been heretofore issued by such school districts.

Sec. 9. If payment of any coupon or bond lawfully issued by any such school district should, after presentation and demand of payment at the office of the county treasurer, be refused, to owner may file such bond, together with all unpaid interest coupons, with the state controller, taking his receipt therefor, and the same shall be registered in the state con-

troller's office; and the state board of equilization shall, at their next session. and each annual equilization thereafter, andd to the state tax to levied in said district a sufficient rate to raise the amount of principal and interest past due prior to the next levy, and the same shall be levied and collected and passed to the special credit of such district bond tax, and shall be paid by warrants, as the payments mature, to the holder of such registered obligations, as shown by the register in the office of the state controller, until the same shall be fully satisfied and discharged; any balance then remaining shall be transmitted to the treasurer of the county in which is situated the district by which such bonds were issued, and shall be placed by the county treasurer to the credit of the general school fund of said district.

In effect in sixty days.

* * *

Senate Bill No. 1078 By Senator Thompson. Approved March 19, 1909.

An act to amend section 1881 of the Political Code, relative to giving notice of election for issuance of school bonds.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section eighteen hundred eighty-one of the Political Code is hereby amended to read as follows:

1881. Notice of such election shall be given by posting notices, signed by the board, or by a majority thereof, in three public places in the district, not less than twenty days before the election; and by publishing such notice not less than once a week for three successive weeks before the election in a newspaper published in the county, if any newspaper is published therein.

In effect in sixty days.

* * *

Senate Bill No. 1079. By Senator Thompson. Approved March 19, 1909.

To amend section 1882 of the Political Code, relative to the contents of notices of election for issuance of school bonds.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1882 of the Political Code is hereby amended to read as follows:

1882. Such notice shall contain:

1. Time and place of holding such election.

2. The names of the officers of election appointed to conduct the same.

3. The hours during the day in which the polls will be open.

4. A statement of the purpose for which the election is held.

5. The amount and denomination of the proposed bonds, the rate of interest and the number of years, not exceeding forty, the whole or any part of said bonds are to run.

* * *

Senate Bill No. 1133. By Senator Anthony. Approved March 18, 1909.

An act to add a new section to the Political Code to be known as section 1665a, providing for the establishment and maintenance in cities of the first class of one or more pubilc schools called cosmopolitan schools, in which shall be taught the French, Italian and German languages in connection with the English branches.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. A new section is hereby added to the Political Code to be known as section 166a, to read as follows:

1665a. The board of education in every city of the first class shall establish and maintain in each of said cities of the first class at least one public school in which shall be taught the French, Italian and German languages in conjunction with studies in the English language prescribed to be taught by section 1665 of the Political Code of the State of California. Such schools shall be designed as cosmopolitan schools, and shall be subject to such rules and regulations as may be prescribed by said boards of education of said cities of the first class wherein said school or schools shall be established and maintained.

Sec. 2. All acts and parts of acts so far as they are in conflict with the provisions of this act, are hereby repealed.

In effect in sixty days.

* * *

Senate Bill No. 1234. By Senator Black. Approved March 20, 1909.

An act to amend section two hundred eighty b of the Code of Civil Procedure of California.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section two hundred eighty b, of the Code of Civil Procedure of the State of California, is hereby amended to read as follows:

280b. Any person producing a diploma of graduation from the college of law of the University of Southern California, or evidence of having satisfactorily completed the three years' course of law study prescribed by the department of law of Leland Stanford Junior University, or the department of jurisprudence of the University of California, shall be netitled to a license to practice law in all the courts of this state, subject to the right of the chief justice of the supreme court of the state to order an examination, as in ordinary cases of applicants without such diploma or other evidence.

In effect in sixty days.

* * *

Assembly Bill No. 984. By Mr. Sackett. Approved March 10, 1909.

An act to amend sections 1715 and 1716 of the Political Code, relating to school libraries.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1715 of the Political Code is hereby amended to read as follows:

Section 1716. Libraries may be maintained under the control of the district board of trustees or city board of education, and in such case shall be open to the use of the teachers, pupils and all residents of the district. Wherever practicable, the library shall be kept open during vacation and non-school days. Whenever the county in which a district is situated shall maintain a county library, the board of school trustees or city board of education may agree with the proper authorities of such county to make the school library a branch of such county library. In such event, such board of school trustees or city board of education shall turn over the books and other property of the district library to the county library, and shall annually transfer to such county library its library fund, as soon as it is available, to be kept and expended as other funds of such county library. The said county library shall thereupon make such district library a branch library, managed and mainetained according to the rules and regulations established by the authorities of the county library.

Sec. 2. Section 1716 of the Political Code is hereby amended so as to read as follows:

Section 1716. The board of school trustees of a district maintaining its own library shall have power to appoint a teacher or other proper person librarian of the district library. It shall be the duty of such librarian to manage such library as efficiently as possible, and whenever expedient request the advice and assistance of some person experienced in the art of managing libraries. Whenever a district library shall have become a branch library, as provided in section 1715 of this code, the provisions of sub-division 2 of section 1712, and of section 1717 of this code shall not apply to them; but in all such cases the county, or city, or county and city, superintendent of schools may draw a warrant for the whole amount of the district library fund, payable to the proper authorities of the county library, upon the filing with him of a copy of the resolution of the board of trustees of the district, or city board of education, embodying the agreement made with such county library, which copy shall be duly certified as correct by the clerk of the district, or other proper officer.

Sec. 3. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

In effect in sixty days.

* * *

Assembly Bill No. 956. By Mr. Cogswell. Approved March 20, 1909.

An act to amend section 650 of the Civil Code of the State of California, relating to the powers of boards of trustees of colleges and seminaries of learning.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section six hundred and fifty of the Civil Code of the State of California is hereby amended to read as follows:

650. Unless otherwise provided in the articles of incorporation the board of trustees shall, as soon as organized, so classify themselves that one-fifth of their number shall go out of office every year, and therafter the trustees shall hold office for five years. A majority of the trustees shall constitute a quorum for the transaction of business, and the office of the corporation shall be at the college or seminary.

The trustees shall have power:

1. To elect, by ballot, annually one of their number as president of the board.

2. Upon the death, removal out of the state, or other vacancy in the office, or expiration of the term of any trustee, to elect another in his place; provided, that where there are graduates of the institution, such graduates may, under such rules as the board shall prescribe, nominate persons to fill vacancies in the board of trustees. Such nominations shall be considered by the board, but it may reject any or all such nominations, and of its own motion appoint others.

3. To elect additional trustees; provided, the whole number elected shall never exceed twenty-five at any one time.

4. To declare vacant the seat of any trustee who shall absent himself from eight succeeding meetings of the board.

5. To receive and hold, by purchase, gift, devise, bequest, or grant, real or personal property for educational purposes connected with the corporation, or for the benefit of the institution.

6. To sell, mortgage, lease and otherwise use and dispose of the property of the corporation in such manner as they shall deem most conductive to the prosperity of the corporation.

7. To direct and prescribe the course of study and discipline to be observed in the college or seminary.

8. To appoint a president of the college or seminary, who shall hold his office during the pleasure of the trustees.

9. To appoint such professors, tutors, and other officers as they shall deem necessary, who shall hold their offices during the pleasure of the trustees.

10. To grant such literary honors as are usually granted by any university, college, or seminary of learning in the United States and in testimony thereof to give suitable diplomas under their seal, and the signature of such officers of the corporation and the institution as they shall deem expedient.

11. To fix salaries of the president, professors, and other officers and employees of the college or seminary.

12. To make all by-laws and ordinances necessary and proper to carry into effect the preceding powers and necessary to advance the interests of the college or seminary; provided, that no by-laws or ordinances shall conflict with the constitution or laws of the United States, or of this state.

In effect in sixty days.

* * *

Senate Bill No. 762. By Senator Black. Approved March 15, 1909.

An act to amend section 2293 of the Political Code relative

to the powers and duties of the board of trustees of the state library.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 2293 of the Political Code is hereby amended so as to read as follows

The powers and duties of the board are as follows:

1. To make rules and regulations, not inconsistent with law, for its government and for the government of the library;

2 To appoint a librarian, who must designate one of his deputies as chief deputy;

3. Whenever necessary, to authorize the librarian to appoint an additional deputy and other assistants;

5. To sell or exchange duplicate copies of books;

4. To keep in order and repair the books and property in the library;

6. To draw from the state treasury at any time, all moneys therein belonging to the library fund;

7. To prescribe rules and regulations permitting persons other than those named in section twenty-two hundred and ninety-six, to have the use of books from the library;

8. To collect and preserve statistics and other information pertaining to libraries, which shall be available to other public libraries within the state applying for the same;

9. To make to the governor, biennially, a report of its transactions;

10. To establish, in their discretion, deposit stations in various parts of the state, under the control of an officer or employee of the state library; provided, that no books shall be kept permanently away from the main library, which may be required for official use.

Sec. 2. This act shall take effect and be in force from and after its passage.

* * *

Senate Bill No. 956. By Senator Thompson. Approved March 18, 1909.

An act to add a new section to the Penal Code of California, to be known and numbered as section 308b, providing that any principal, teacher, employee or school officer of any elementary or secondary school who refuses to use the textbooks prescribed by the proper authority for use in the elementary or secondary schools under his charge, or who causes any pupil to purchase any supplementary book or books for said pupil's use in the schools, or who refuses or willfully neg-

lects to make such reports as are required by law, is guilty of a misdemeanor, and prescribing a penalty therefor.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. A new section is hereby added to the Penal Code of California, to be known and numbered as section 308b, and to read as follows:

308b. Any principal, teacher, employee or school officer of an elementary or secondary school who refuses to use the text-books prescribed by the proper authority for use in the elementary or secondary schools under his charge, who causes any pupil to purchase any supplementary book or books for said pupil's use in the schools, or who refuses or willfully neglects to make such reports as are required by law, is guilty of a misdemeanor, and upon conviction thereof shall be subject to a fine of not more than one hundred dollars.

Sec. 2. This act shall take effect and be in force on and after July 1, 1909.

* * *

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

TRUSTEES SCHOOL VISITING

In these days much is said regarding the bettering of the rural schools, a problem which is seen to be an important one when the fact is considered that a very great number of our children receive their entire educational training in these schools. The discussion of this question has run in several lines. More thorough supervision has been urged; the question of better adaptation of the course of study to the needs of the communities has received attention; and the experiment of consolidation of schools and the transportation of children is being worked out successfully in some States. It is not my purpose to attempt to contribute anything to these phases of the problem, but rather to suggest some ways by which the trustees can make their schools better with the means which they have now at hand.

California is in many respects fortunate in her school system. Under the present plan in this State the small country school is provided by the State and County with means of maintaining a term of at least eight months, with a fair salary for the teacher. Many rural schools are able to run ten months

in the year, with a teacher's salary equal to that paid in the grades of the town schools. The qualifications of the teacher are the same for the smallest country school as for the city school. In these respects our schools are fortunate as compared with rural schools in some of the other States. They have, of course, many disadvantages as compared with the graded town schools, but it is not the purpose here to discuss them, but rather to question whether there are not the means at hand of improving them without any radical changes in our present system.

The report of the commission on country life, appointed by President Roosevelt, to inquire into the conditions of country life with a view of bettering them, lays special emphasis on the necessity of bringing the school and the community more closely in touch. The people need to have a more vital interest in their schools, and the schools should respond more readily to the needs of the people. One of the greatest problems of the school supervisor, both in city and country, is that of bringing about closer relations between the school and its patrons and supporters. In the city school this problem can be handled very largely by the City Superintendent or the Principal. In the country its solution must depend, in the main, upon the school trustees and the teacher.

Our school law very wisely provides that the electors of each school district shall select three trustees. These officers have, within certain general limits, full power as to the management of the school. They appoint teachers, control school property, enforce the course of study and pay out all school funds. No one can deny that this system has its faults, but whatever defects there may be in this plan of school management, it is certainly far more satisfactory in general results than any system of centralized control could possibly be, no matter how expert it might be. Our schools are essentially institutions of the people and for the people, and must be kept closely in touch with the people, both in spirit and management. It is of course true that very few school trustees have had any special training to fit them for their important duties and at first glance it is something of a surprise that our system of local control works so well. Trustees are usually men who have had much more experience with the problems of the farm or of business than with the perplexing questions that arise in managing a school. Yet these men have one important qualification which many men with much pedagogical training seem to lack. They possess, as a rule, a large fund of common sense. I have frequently

been surprised in talking over a school question with some farmer trustee to note how well he states the essentials of the case and how sound his judgment appears to be. However, my purpose is not to eulogize trustees, but to offer a few hints as to how these officers can help to make their schools better, especially in the matter of bringing about a closer relation and a more complete co-operation between the community and the school.

The school law requires trustees to visit the school at least once in each term and examine carefully into its management, condition and wants. Now I suspect that many trustees do not take this part of their duty very seriously. They are inclined to consider that when they have employed a teacher and janitor, authorized the purchase of necessary supplies, and attended to the repairs, their duty is done. If the school runs without friction they are pleased and take it for granted that their school is a success. This readiness to slight school visiting may arise from two causes. In the first place, trustees are very busy men. It is unreasonable to expect that they give much time to the school to the neglect of their own business. Still most trustees have the interest of the school at heart and are willing to give pretty freely of their time if they really feel that the school needs it. This then leads to the second and apparently more important cause of their unwillingness to do school visiting. As most trustees are not trained school men, it no doubt seems to them that they do little good in this way.

Assuming that this last reason is the really important one, in explaining the fact that trustees do not give more attention to visiting the school, it may not be amiss to indicate some of the ways in which school visiting helps the school and the community.

It will readily be granted that, from a pedagogical point of view, school trustees are not, and from the very nature of the case cannot be, expert school supervisors. Still, though they know little of what we call "methods of teaching" they may judge fairly well of the conditions in the school room and of the general results of the teaching. It may not be very evident to them by what method Johnnie was taught

to read, but they are able to form a very accurate opinion as to whether he reads well or poorly. They may not quite understand the principles upon which the teacher manages her school. but if the pupils are quiet and orderly in their movements, intent upon their lessons, and, in short if there is a general air of business in the school room they cannot fail to be impressed by it. "But," it may be asked, "how will their presence help the school?" In several ways. In the first place by the influence of their presence and their interest on the pupils. If the trustees form a habit of visiting the school the pupils will soon get the idea that the school is a matter of interest and concern to others than the teacher, who is paid to teach, and to themselves, who are required to attend. Pupils are very much imbued with the spirit of questioning the practical value of the things they do. They recognize that these men stand for the things that are essentially practical, for the things which all their home environment impresses upon them as being worth while. The moral support and approval of the community is recognized as standing back of the school. Then, too, the interest that these school officers may show in the individual progress of the pupils, gives each a new idea of the importance of his own work. A word of approval or comment from them will often have more influence than the praise or criticism of the teacher.

These visits of school trustees may also be made of direct assistance to the teacher. Their interest is a constant encouragement to her. If she is a true teacher she knows that to make her school the greatest possible success she must secure the active co-operation of the community, and to secure the best results from each individual she must know his home environment and as much about him as possible. The trustees as school officers and as representatives of the community can aid the teacher much in giving her information as to local conditions. While the teacher must be fully capable of handling her own school problems, still she will find that the trustees can give her much valuable information and advice, and this comes most naturally if it arises from conversation with them at school. Few trustees have confidence in the teacher who is constantly running to them for advice and counsel, but certainly none will have any feeling but appreciation for the one that discusses with them matters of importance to the school on the occasion of their visits. In no other way will the teacher and the trustees find as good an opportunity of talking over the needs of the schools. It

may be merely a question of repairs or improvements on the school building. Or it may be a matter of beautifying the school grounds—a matter of no small importance in its influence on the children. There will be a score of matters which the trustees and the teacher may discuss with advantage, and certainly this kind of co-operation between the teacher and the trustees will be a help to both in their work for the school.

But the most important result of this habit of school visiting on the part of the trustees will be found in its effect on the community. Probably there is no matter of community interest which is so difficult to manage to the satisfaction of all as the school. This is due in part to the fact that people who are very sensible and reasonable about most of the affairs of life are sometimes very unreasonable about their children. If Johnnie is put in a grade ahead of Jimmie a feeling of jealousy is aroused. It is of course evident that the teacher has been partial to Johnnie and has discriminated against Jimmie. Many a good teacher has lost her position through troubles that had their origin in a matter so apparently trivial. In fact the more honest and conscientious the teacher the more such difficulties she will have to meet. We need more than anything else in our country schools a more permanent tenure of teachers. The schools that have secured the best results are the ones that have employed good teachers and then have kept them. It is evident to any thinking person why this is so. Good teachers have ideas and methods that are peculiarly their own. They work for ideals that cannot be realized in a month or a term. We cannot afford to have our schools placed at the mercy of some busybody whose principal occupation is the manufacture of trouble, or the whim of some parent who imagines that her child has been unjustly treated. The protection to the teacher and the school against unjust criticism and manipulation by those actuated by jealousy and personal pique must come from an intelligent interest in the school and in the efforts of the teachers on the part of the trustees, and a closer relation and more enlightened judgment of the community.

The fact that the trustees visit the school and judge for themselves of its work is in itself an antidote to the poison of the tale bearer, and the trouble maker. If the trustees are men of the best standing in the community their approval of the work of the school will do much toward securing the support of the community. Their knowledge of the school will enable them to meet unjust criticism and kill false reports that,

if unchecked, might do harm to the school. Their discussion of school matters with patrons of the school will arouse interest and stimulate active efforts for the good of the school. Their example in visiting the school will be followed, and a united effort of the teacher, the trustees, and the patrons will result. This is the condition under which the school can do its best work.

DeWITT MONTGOMERY,
Superintendent of Sonoma Co.

A LETTER FROM A SCHOOL TRUSTEE.

Dear Editor:—Most school trustees in this part of the State most highly indorse the standing of Superintendent J. E. Reynolds of Ventura County and the position of State Superintendent E. Hyatt in regard to the substituting of the legal holidays by other days more convenient to teachers or pupils. In many cases, especially in rural districts, the teachers are the parties greatly to blame for the non-observance of the holidays, since many a time the trustees in such districts have not the leisure to arrange for the regular keeping of holidays, and before they know, the teacher has taught school on the holiday and has substituted it by a Friday more convenient to herself and to some of the pupils. Or to save herself from blame, she submits the substituting of the holiday to a vote of the school, knowing very well that she can influence the children by slight remarks, to vote according to her like.

The holidays have been established by the best lawmakers of the States and the country out of respect to our noblest men, and out of true patriotism, and it proves of want of respect to such men and to the laws of the State, as well as of a great deal of arrogance of the teacher to set aside the well-considered motives of the legislators and the authority of the law and to show her pupils how the laws can be evaded for the sake of a slight advantage. If we wish to teach patriotism and true obedience to the laws in our schools, let us observe the legal holidays on their respective dates, not only by some declamatory exercises in school, but by giving the whole day free to the children; they will appreciate the holidays so much more. The class exercises can be kept on the eve of the holiday, in order to make its observance more impressive; but above all means, let us have no slight advantage of instruction or of pleasure lead the children to disobedience of the school laws.

ANTON SERRES,
Clerk of Verde School, San Luis Obispo Co.

A DISCUSSION OF THE VARIOUS CODES OF PROFESSIONAL ETHICS, WITH A PERSONAL INTERPRETATION.

For several years past my attention has been called to the question of an educational code of ethics as a live topic before California educators. As far back as December, 1901, President C. C. Van Liew of the State Normal School at Chico published in the official organ of the Department of Public Instruction the following suggested professional code for teachers:

1. Belief in the teacher's calling, as demanding the best preparation and the highest devotion to duty.
2. Willingness to rely entirely upon intrinsic merit and power of the teacher.
3. Freedom from political manipulation for personal advantage, and from the exploitation of teachers' associations, and other social organizations for personal promotion.
4. Freedom from the use of "friends, pulls, rings, fraternities, lodges, teachers' journals, teachers' institutes, or commercial concerns of any kind," as grounds for fitness or advancement.
5. All efforts to obtain employment, increase of salary, etc., to be solely with the recognized employing power.
6. Acquiescence in, and fidelity to, the decision of the employing power, except in such cases as permit legal process.
7. No position to be sought by underbidding another applicant.
8. Freedom of the teacher in exercising individuality, without unwise restrictions on the part of the supervising authority.
9. The moral support of all supervising authority in behalf of professional ethics.

In the same publication of January, 1903, Dr. Frederic Burk reports that the California State Teachers' Association, at its meeting of December, 1902, adopted the following resolutions regarding professional ethics:

First—It shall constitute unprofessional conduct for any one holding a teacher's certificate to submit any argument or plea in obtaining or retaining a position, other than those constituting evidences of professional competency; or knowingly to permit any other person, in behalf of the applicant, to do that which is defined above as unprofessional conduct on the part of the applicant.

Second—It shall constitute unprofessional conduct for any

one holding a teacher's certificate to seek a position which is not either legally vacant, or definitely known to become vacant at a special time, unless requested to do so by the properly constituted authority."

Dr. Burk, in commenting upon these resolutions, states that "The real purpose of this movement, it appears, is not a sentimental one, but grows out of the realization that no occupation has gained the dignity of a profession without a code of ethics governing its members, and that the key of success in making school work what it should be, both for the pupils and for the teachers, lies in the ability to remove the school from the influences of personal or political favoritism."

In July, 1903, is found an editorial on "The Selection of Teachers" which touches upon the same points of discussion, but more definitely explains the meaning of "merit"—

The selection of teachers should be made on merit, and merit alone. The merit should be based on—

1. The natural aptitude of the applicant for the work.
2. Experience.
3. The preparation for teaching.
4. The special consideration of the qualities of the applicant for the particular place in view.

Again, in the issue of October, 1903, the editor of the official organ reports the action of the Sonoma County Board of Education in adopting practically the resolutions adopted by the State Teachers' Association, December, 1902, with the following additional principle—

Third—It shall constitute unprofessional conduct for any one holding a teacher's certificate to leave a position without the consent of the Board of Trustees concerned, until sufficient notice has been given; and if the teacher holds under a contract, either written or implied, the consent of the trustees must be secured."

Again, in December, 1903, the editor seems to be trying to reform the State Teachers' Association in its methods of electing its own officers, and practically accuses the Association of violating its own resolutions regarding professional ethics. Referring to the resolutions of the Association, the editor says—

"It is an excellent rule, but the body that promulgated it must practice it. The place to begin is in the State Teachers' Association itself. There, or nowhere, must the office select the man, and not the man select the office. There, or no-

where, must the purging of the schools from the dangers of political methods begin. The offering of any evidence as to fitness for any offices in the gift of the Association is unnecessary and such special pleading is bound to be regarded "political," and quite rightly."

It is noted that in the case of a teacher applying for a position it is within the bounds of "ethics" to make a plea or an argument for election provided it be based on "evidences of professional competency," but in case of seeking an office at the hands of the Association the editor takes one more step forward and says that even the offering of evidence of fitness is "political." In fact the calm judicial attitude of editorial discussion seems to be set aside, and we read of implied "self-aggrandizement," of "officers and their too devoted friends," of the "methods of the ward boss," of "blatant grafting," of "disruption," etc. And then to point to the way for reform and recovery from shame, the example of the N. E. A. is cited in the selection of John W. Cook and President Eliot for president of the National Association.

Again, in the issue of June, 1904, under the caption "A Modern Instance," the editor recites an instance where a member of a school board would give no encouragement to an applicant unless she work up some support among her friends in the community, that is, unless she show the necessary "influence." This attitude on the part of the trustee is deplored, and the editor concludes that on such a basis the State is making an egregious mistake in spending money on the professional training of teachers.

Again, in September, 1904, the editor takes a pessimistic attitude because teachers undertake to win positions by the influence of friends, and we are given the ideal method of seeking a place: "Here is my record. This is what I have done, and this is the only proof that I am able to offer as to what I can do."

Again, in the "Western Journal" of 1905, page 184, Mr. Van Liew re-states his code with some additions, and among the principles he mentions is found—

5. No breaking of contracts, written or oral, for the sake of a better position, except with the consent of the Board of Trustees, and in a way as to injure the work of the school least.

The matter of integrity in keeping contracts is essential to character in all relations of life, and to require business honor only in relations with school trustees unwittingly makes pro-

fessional ethics a thing distinct from clean personal character. To overlook the conduct of a man is fatal to the ethical standard of a teacher.

Mr. Van Liew also adds—

7. A loyal and co-operative spirit in those teachers' understandings and organizations which are clearly for the good of the calling.

Although it is claimed that this principle is a "practical and definite thing," there is a haze and fog hanging over the meaning of "teachers' understandings"; and in the call for loyalty to teachers' organizations, it is noted that the "organizations," not the individual, is the sole judge of what is for "the good of the calling." The same cry comes from the dominant political faction when a protesting faction enters the field—"Stand by the organization." It is a bit of political jingoism that educators should avoid. The ordinary human impulse that impels us to help our friends is far more worthy. We are liable to accept what we mean to condemn, when the thing is clothed in a new phraseology.

The High School Teachers' Association also takes a hand in evolving the results to a finished product, and in the "Western Journal" of 1905, page 210, Mr. Christensen gives expression to an additional principle and says it is unprofessional—

(6th) To frequent saloons or other objectionable places, or to appear in public under the influence of liquor.

It is more or less embarrassing to admit that California teachers are called upon to express themselves upon the necessity of clean and sober habits on the part of a teacher. Such a life should be taken for granted. But as embarrassing as it is to discuss the matter, it is even more so to be compelled to accept Mr. Christensen's standard. It is noted that what a man or a woman may do in private is of no concern to the profession. A teacher may become "bilin' drunk" in places where the fact is not disclosed. The unprofessional thing is "to appear in public."

Since Dr. Van Liew, in 1901, presented his code of nine clearly stated principles, up to the present time, there has been a tendency to eliminate everything except the efforts of a teacher who seeks to improve his condition through friendship and influence. Omitting what properly belongs to the statutes and what pertains to personal conduct at all times, there is nothing more than the so-called "merit versus pull" resulting from the discussion. It is maintained that the only way to justify the State's expenditure to train teachers is to

have each teacher, when he hears of a vacancy, to approach the Board of Trustees, and say, "I know how to teach, I have taught successfully, and I wish you to employ me as your teacher, of course strictly on my merits." The teacher's friends must keep quiet, in fact must not be known, his politics and religion must be concealed, and if any friend speaks for him as a personal favor he cannot be elected.

In the light of this resume, a full discussion of professional ethics seems to be invited.

First.—Are the schools in great danger on account of the methods used by teachers in securing positions? It is not denied that some unworthy teachers, without preparation and without character, secure positions by means of vicious methods. Applicants have been elected through personal popularity, exchange of favors, etc., regardless of teaching ability. But with average attention to conditions, I have failed to discover many such cases, and do not believe that society is seriously affected by the results. In my personal experience, I have on several occasions desired a certain position, and another has secured it. I have been disappointed, and felt that my merit and experience failed to count as much as pulls and "influence." But in no case where I failed, am I aware that a less efficient teacher was chosen. The public in nowise suffered. And as the schools exist for the public instead of for the teacher, I simply wait until I command more "influence," and try again. I hesitate to believe that any considerable percentage of my fellow teachers are so degenerate that they are a menace to society in any educational position they may be able to secure. If a teacher stands before the law and the people with a legal certificate of personal character and professional ability, who shall deny him? If he really be a bad person, his certificate should be revoked; unless that be done, he stands as the best expression of society's ideal, and his friends can well afford to promote his interests by personal influence.

Second.—Are the personal qualities of a politician antagonistic to the best qualities of a teacher? I am inclined to believe that the personal qualities which win permanent success in politics are fundamentally the same qualities which make for the highest success in teaching. The politician of a community makes himself well known, is always in evidence, is tactful in social intercourse, is obliging and helpful, has a winning personality, is active as an organizer and executive, and stands as the one man in the neighborhood who

"brings things to pass." Such a list of qualities constitute the basis for a teacher's highest professional character. He, too, must be a good "mixer," must be diplomatic, obliging and sympathetic, must be a good organizer both in the school and out of the school, must be an active executive, a leader in community interests. Those in authority are constantly urging teachers to let their influence be felt outside of and beyond the school room, to be more self-assertive in commanding more public reverence for their profession. To do so, they must exercise the qualities of a politician, must apply political methods.

The idealist may say that he refers to the corruption and venality of bad men who succeed by vice, bribery, and crime. No one, on moral or professional grounds, can temporize with these things, and school teachers are united in the desire to escape their influence. But the basis for these conditions is not found in personal influence, in political pulls, or fraternal organization; but they rest rather upon the depravity of the individual. A certain western town was so beset by gamblers, all of whom wore silk hats, that decent men met and resolved that they would not wear silk hats. The same kind of hat which in that town was a sign of vice, in the next town was worn by the clergy. Personal, political and fraternal "pulls" are good or bad insomuch as they are used to promote good or bad men. Personal popularity and the ability to command the "pull" is often the best evidence of a teacher's fitness for a place. The entire educational system, in preparing pupils for life, gives emphasis to two primary qualities—self-culture and self-assertion. The teacher should not be denied a little self-assertion in trying to secure a position of prerogative and influence. If he is bad, take away his certificate; if he is good, help him with his pull.

Third.—In striving to free ourselves from friends, fraternities, politics and pulls, we are not in harmony with accepted psychological principles and the best qualities of human nature. The basis of a teacher's influence is the confidence and respect of pupils and parents. Without it, his work falls short of what it might have been. A good teacher has been known to fail, because he taught in a saloon town, and he himself was a prohibitionist. The public carped, the children were hostile, and no amount of tact could prevent failure. One may find a community so rife with prejudice against Catholics, that the best teacher of the State would stir up strife if he were of that faith. There are also neighborhoods

so prejudiced against any teacher who is not a Catholic, that it is the height of folly to antagonize the patrons by selecting a teacher against their initiative. These conditions indicate to my judgment that the state of public opinion, the wish of the people, should become an element in selecting a teacher. He who has the most friends will most likely succeed. If the people select a bad man, revoke his certificate, and let them "pull" for another.

We are in danger of overlooking the best qualities of human nature when we strive to overcome the influence of friendship. I hold a man as my friend because I admire his character. He responds to my ideals of manhood. I wish my children to be in the presence of such a man, and strive to elect him as the teacher of my school. He becomes my associate, my intimate friend. If opportunity arises to elect him to a place of power and influence, I shall not pass him by because some may say that I am influenced by friendship. The California Code of Ethics seems to say, "Other conditions being equal, my friends shall be barred." In harmony with the highest human qualities of friendship, charity and gratitude, I insist upon making it read, "Other conditions being equal, my friends shall be preferred." They shall be preferred on account of the good qualities which primarily make them my friends.

Fourth.—If our schools are endangered by vicious teachers securing control by "influence," the really good teachers, should not preach ideals while the others get the positions. It will be of more service to the State to push into the affray, to meet pull with pull, to organize the good against the bad, to defeat the unworthy at their own game, to keep bad teachers out of the schools, and thus to protect the public from their baneful influence. If my community were suffering from the influence of such vicious teachers, I should consider it my patriotic and religious duty to use every available personal, social, and political pull to defeat them, even to the extent of seeking a position myself.

Fifth.—It is not consistent on the part of associations, institutes, boards of education and educational publications to insinuate corrupt methods and motives on the part of the individual teacher, to deny him activity in his own interest, when these same associations, in their organized capacity, are systematically taking such steps as will promote the welfare of the profession, create more public interest, command more public respect, secure longer terms and larger salaries. Is

the self interest of the single teacher baneful and the self interest of organized teachers wholesome? On that basis a single bank robber is a bad citizen, and an organized band of robbers are good citizens. The profession strives to place organization back of its ideals, that resulting from this organization these ideals may prevail. An individual has the same right. If the teacher is requested to rest upon his merits, keep quiet and abide by the results, shall the Profession, in its entirety, do the same?

Of course, no one means to be inconsistent. Some of those who have insisted upon a professional code are known as men of the highest character, personally and professionally. And yet, divesting the discussion from all personality, when a teacher insistently and persistently cries out for "merit alone," one is reminded of a certain man who cried out on the streets, "I thank Thee that I am not as other men are." Every such teacher holding a position must search his own heart, and unless he is prepared to say, after due examination, that he is the best man in the State who could be induced to accept his position, he should resign and make room for the better man. Let him stand before the world and announce, "The State of California cannot find a better man for my place. Therefore, I will not resign." He is his own authority. He measures himself by himself, and fills the bill every time. His estimate may be right; but by this psychological law of contrast, I am reminded of the pedagogical principle uttered by a Normal Teacher more than nineteen centuries ago—"Except ye become as little children—" Has humility become an extinct virtue?

The purpose of a school system is to develop our children by placing them under the tuition of teachers mentally and morally competent to develop the qualities of true manhood and citizenship. The State, in accordance with law, is preparing and certifying teachers for the schools, and for almost every vacancy to be filled, there are two or more applicants qualified to do the work up to the highest standards set by law and the profession. The one with the most influence gets the position. There is nothing alarming in this condition. If the State in one capacity has made a mistake and certifies that a bad man is a good man, and thereby entitles him to seek a place in the schools, we cannot correct the error by asking good men to rest upon their dignity and merit and wait to be sought.

A man's head should be above the clouds; but his feet

must rest upon the earth. In the search for the ideal, it must always be related to the practical. The following professional code of ethics is submitted as meeting actual conditions and as possible of realization:

My Code of Professional Ethics

1. I believe in my calling as one that demands the best possible preparation on my part, and the devotion of my best powers to the interests of society.

2. I rely entirely upon my merits as a teacher for election or preferment.

3. My merits as a teacher consists of (1) My moral character. (2) My education. (3) My professional training. (4) My special preparation for the particular place sought. (5) My adaptability to the particular community I am to serve. (6) My own financial and material interests.

4. I hope to make my merits so evident that the influences of friends, fraternities, lodges, associations, editors, politicians, in fact every good agency, may become active in determining my success.

5. I shall never cast reflections upon the merits of a competitor.

6. I shall never seek a position by underbidding a competitor.

Other points involved in this discussion are included, or ought to be included, in the statutes, and do not properly belong to a "code," which is meant to govern those peculiar relations that the law cannot govern. In fact, if a teacher, at the outset of his career, gains a clear interpretation of the Golden Rule, he will find no use for any professional code whatever.

FRANK J. BROWNE,
San Francisco School Department.

* * *

EDWARD EVERETT HALE: We are all in the same boat, both animals and men. You cannot promote kindness to one without benefiting the other.

SUPERINTENDENT C. J. BAXTER, *Trenton, N. J.*: Many residents of rural communities have become acutely sensible of the fact that the rural school is not affording their children the educational advantages which they have a right to demand and which progress in other lines makes necessary.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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EDITORIAL

The Santa Barbara Normal School of Manual Arts and Home Economics

Governor Gillett has signed the bill creating the Normal School at Santa Barbara. This is not only a triumph for all those who believe in the teaching of manual arts, but it is a personal triumph for Ednah Rich, who proved herself to be the most successful lobbyist at Sacramento. The members of the legislature, the citizens, the teachers of San Joaquin Valley, and the people who believe in a fair distribution of money derived from taxation were in favor of a Normal School at Fresno. They all failed. Ednah Rich won out. Santa Barbara will have the best equipped school of its kind in the entire West. It will have a sane course of study and an able faculty.

Without the enthusiastic personality of Ednah Rich the State would not have been awake to the necessity of such an institution for twenty years. The bill was dead in the Committee when Ednah Rich appeared at Sacramento. In two days the senate, the assembly, the Governor, the Superintendent of Public Instruction, and the committees were in favor of the bill, "For a woman can do more with a legislature than a whole army."

The Fine Art of Public Speaking

The Hon. James Bryce is a great writer, with clear, and even prophetic views of great world problems, but he is not effective as a public speaker. He lacks the magnetism of the orator, and the voice culture that made Wendell Phillips famous. He undoubtedly belongs to the scholastic school that is prejudiced against oratory and considers the man who says things dramatically as a demagogue. Oratory without ideas is worse than ideas without effective presentation. The political speakers, the platform amateur lecturer with a loud voice, the elocutionist without the fundamental principles, and with the artifices of the art of speaking have brought the orator into disrepute. The man of affairs, the scholar in politics. the men who do things, therefore decline to cultivate the art of public speaking. The result is we have men like Bryce and Elliott, who are constantly speaking, but are only heard by that part of the audience in the front seats. We, of course, get their speeches in the newspapers and thus find out what they were talking about when we sat in the twentieth row of the lecture hall.

The human voice is the subtlest gesture of the soul. The art of public speaking is one of the greatest of all arts. The university presidents, and the university professors who stand for Scholasticism,. should be able to speak aloud intelligently. or lose their jobs.

One of the worst possible abuses is the institute instructor with a long paper to read. The instructor not only inflicts his own ego but he inflicts and afflicts his audience. The man or woman who appears before an audience without proper preparation is a petty thief. He steals the time of his hearers. It is not oratory we want. It is not words. It is not voice culture. It is the fine art of public speaking we plead for. The effective presentation of your case, which depends on the proper mouthing of your words, is of vital importance to your audience.

* * *

The Right and the Left Cheek

A clique of the State Teachers' Association slapped the editor of this "Journal" on the left cheek. He turned the right. The clique slapped that also. The editor then fought. After the first assault the clique cultivated a distinguished silence and the editor of this "Journal" must either build up warlike straw men or coo at the white dove of peace. Seriously speaking or rather writing, "The Sierra Educational

News" has a field of its own. It can become a great power for the betterment of the schools, and with proper management it should secure a large patronage. There is a necessity for rivalry between the two Journals, but there is no necessity for those who are active supporters of the "Western Journal of Education" to fail in the support of the "News" either by subscription or advertising, or by any other honorable means. There is room in the West for two good school Journals. The editor sent out letters to secure the opinion of various people on the advisability of having the Official Journal published by the Directors of the State Teachers' Association. Of course, the opinion of every one consulted was opposed to any change with the exception of two or three. Supt. Frank Wells of Calaveras County frankly wrote: "Yes. It couldn't be any less beneficial than it now is." Supt. Wells, however, is wrong because "The Western Journal of Education" could be as bad as "The Sierra Educational News," and the "News" could be much worse than it really is. In fact its new department of humor is not a joke.

A Journal that has the Official designation must be more or less limited to school trustees, to official news, and to the rural teachers. As Dr. Van Liew wisely stated there should be a Journal dedicated to the ethics and technique of State Education. John Swett, however, who was the author of the bill creating Section 1521 of the Political Code felt the need of having a Journal that would be read by school trustees, and used as a medium of communication between the Department of Public Instruction and the School Trustees.

* * *

Who Shall Appoint

Every time a law is proposed by the school masters that provides for appointment of men to complete its provisions, a dozen men jump up, and object to the appointment being made by the Governor. They say—Politics. Then the others all sit silent. Some think and some just sit. The fact is that Ex-Governors and the present Governor have had power to appoint the Board of Regents of the University, the Board of Normal School Trustees, the Board of every other institution, and our university and normal schools, and other institutions have been free from political scandal for twelve years. Now, why always cry politics; we seriously doubt if Governor Gillett knows the politics of any of the Normal School Trustees, or the Board of Regents of the University, and we doubt if a name was presented for his consideration

for appointment to any educational position whether he would ask about the politics of the nominee. Offensive partisanship, dishonest citizenship, prejudiced minds, incompetency, make undesirable citizenship not devotion to, or advocacy of any principle of Government, State or National.

* * *

No Change in the State Board

The March number of "The Sierra Educational News" publishes that Senator Black's bill for the re-organization of the State Board of Education would be submitted to the people for final action. This is not correct. The bill passed the senate, was amended and passed by the assembly, but no action was taken on the bill by the senate in the amended form.

* * *

No Politics

Dr. A. E. Winship congratulates the National Department of Superintendence on the election of Mr. Brooks for president without the use of friction or politics. That is right. There should be no politics but there are things mightily worse than politics. The by-laws of the Department of Superintendence of the N. E. A. provides that the president of the Association shall name a nominating committee who shall propose the name of the next president. Such action absolutely keeps the control of the Association in the hands of the clique, and is a good thing to keep the "insurgents" from having any voice in the management of the Association. This would be an excellent plan for the C. T. A. to adopt. Under the present organization it is possible for the members to elect a president whose name is not proposed by J. W. McClymonds, Fred T. Moore, or Harr Wagner.

* * *

Eighteen Million

There are not enough good adjectives in the English language to advocate the voting of eighteen millions for good roads in California. This IS Governor Gillett's pet measure. The carrying into effect the building of good roads in California will do more for civic betterment than building of battleships, or conquering a nation. Counties in California have wasted millions in temporary roads. Eighteen millions honestly and intelligently expended will make country life more attractive, will enhance the value of land, will contribute to the comfort and convenience of millions of people and will place California in the first rank of States.

Provincialism

When it was announced that all teachers employed to teach in the schools of San Francisco were required to live within its limits, the editor thought that it was narrow, provincial, and a restriction of the personal liberty of the teachers. However, Richard Faulkner, the sage and philosopher of the San Francisco School Department, convinced the editor that the Charter provision is right. His argument is that the personal influence of the teachers in the community is worth as much as the service in the school room. The City of San Francisco needs the personal influence. It is therefore against public policy that the teacher should live beyond the corporate limits of the city. Moral—Enlarge the corporate limits.

* * *

Wanted—A Genius

The editor of the "Journal" wants a man or woman who can write great articles on educational topics. We want articles that will create, construct, break down, build up, arouse and make good along the lines of educational betterment. We want men and women who have the urge and lure of genius. We want a series of articles that will let the blood out of scholasticism, that will make mummies of the emaciated apostles of culture without sense. That will blast with force dynamic the hypocrites that are posing as angels hanging on the Rock of Ages. Where is such a genius? Where is the man or woman who will write the truth—the whole white truth—will Dr. G. Stanley Hall write the truth? Hall is great. He is the apostle of great things in education, but he is not sufficient. Dr. Eliott has a keen sense of the critic, but he is too conservative to see more than the truth that he has experienced.

Dr. Jordan, with his wonderful epigrams and keen sense of humor, would be just the one, but like Atlas he has all he can carry on his massive shoulders.

Dr. Munsterberg, great, but a cynic, too prejudiced against American institutions to see the approach of an educational storm, that will clear the atmosphere.

Dr. Frederic Burk when he was in his callow years wrote the strongest and ablest articles on the dead rot in Normal Schools that have ever been printed. He is by nature and training fitted for an iconoclast, a revolutionist and an evolutionist. He is a vigorous thinker, and a man who could tear down modern Scholasticism, and unlike blind Samson, escape the wreckage. There is room for a new apostle, not a faddist,

not a man of one idea, but a philosopher, a giant in intellect and a lion in suppleness and strength. It has been said that the Official Journal is "Dead in the Mails." We have out the call. We will pay at the rate of $10.00 for every thousand words for a series of educational articles that will cause men and women to read and think and act along lines of truth in educational work. Come on. Fame and Glory awaits the man or woman with a message of truth.

* * *

FINANCIAL STATEMENT CALIFORNIA TEACHERS' ASSOCIATION

Receipts

	1906	1907	1908	
Total Income	$1,571.47	$1,814.00	$2,932.83	

Expenditures

Services, Lectures, etc.	$1,094.50	$ 499.90	$1,033.75	(1)
Incidental Expenses	438.30	196.41	219.35	(2)
Printing and Stationery	414.00	954.50	227.30	(3)
Postage, Expressage, etc.	220.34	117.55	134.37	(4)
Incorporation	21.50			
Total Expenses	$2,188.64	$1,768.36	$1,614.77	

Relative Cost Per Member

Cost Per Member	$1.82	$1.10	.59

(1) Including salary of secretary ($25 per month)
(2) Including traveling and incidental expenses of president and secretary and expenses of committees.
(3) Including expense for constitutional amendment literature.
(4) Including expense for constitutional amendment literature.

—Will C. Wood.

P. S.—The reason the printing, stationery and postage item is so small for 1908 is due to the fact that the proceedings were printed and mailed without any cost to the members of the Association.—Harr Wagner.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo., July; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

The Montara School District has called an election to vote $15,000 school bonds for a new school house.

* * *

The State Normal School at Chico has been given $30,000 for a new training school at Chico State Normal.

* * *

W. G. Hartranft, the Pacific Coast manager of Silver, Burdett & Co., has just returned from a trip around the world. He has had made a series of remarkable views which he intends to use in an illustrated lecture illustrative of the history and geography from a new view point of the interesting places he has visited.

* * *

The Fitchburg School in Alameda County, Lockwood District, was dedicated Saturday, March 27th at 2 p. m. Harry L. Boyle, the clerk of the district presided. Principal C. H. Greenman, with his wonderful band, had charge of the music. The assembly was a notable one. The speakers were W. P. Frick, M. H. Donahue, G. W. Frick, Harr Wagner and Hon. Edward Hyatt. Mr. Hyatt read a very able paper on "Progress in Education." It was a great paper, and presented in such strong, forcible English that the parents and children alike were interested in this discussion vitalizing the educational problems of today. The people of the district are to be congratulated on the fine new school building and grounds.

* * *

Supt. J. B. Davidson held his County Institute on March 31st, April 1st and 2nd. One of the notable events of the institute was the session on top of Mt. Tamalpais, with Prof. McAdie as the lecturer.

* * *

J. W. McClymonds, City Superintendent of Oakland Schools, has been re-elected for another four-year term.

* * *

The addresses of Superintendent Roncovieri, Madame Pechin, and James Ferguson on the Observation of Schools in Europe at the San Francisco Institute were very interesting and valuable. Dr. Percival Dolman spoke on "The Backward Child" with special refer-

ence to adenoids. Richard G. Boone and James E. Addicott were the features of the institute from outside the city. The institute was specially interesting.

* * *

Wm. Ringnalda, proprietor of Ringnalda Normal Institute, has opened a new school at 1350 O'Farrell street. Professor Ringnalda has been very successful in preparing teachers for examination and will no doubt have a large and successful class in San Francisco.

* * *

The spring term of the Los Angeles State Normal opened recently with a total registration of 600 pupils—an increase of 40 per cent.

* * *

Dr. Henry A. Suzzallo has been made head of the Department of the Philosophy of Education at Columbia University.

* * *

Secretary M. A. Bigelow of the American Nature-Study Society, Teachers' College, New York City, has in stock about one hundred extra copies of the papers on California nature-study, prepared under the direction of Dr. H. W. Fairbanks of Berkeley, and in order to get these valuable papers into use, single copies will be mailed without charge to any teacher who sends a self-addressed envelope.

* * *

Governor Deneen of Illinois says that the proportion of child labor in Illinois factories has been reduced to two-tenths of 1 per cent—the lowest figure in any State from which reports have been received. In Chicago alone the recent policies in enforcing the child labor laws have returned 16,000 children to the public schools.

* * *

Women of the Civic Association of Los Angeles recently opened a penny kitchen at the Ann Street School for the benefit of the school children. So successful has been the system that the kitchens are likely to be established in other schools.

* * *

The special agricultural and horticultural demonstration train, operated under the auspices of the Southern Pacific Company, the University of California and the State Horticultural Commission has aroused much interest. Lectures on methods to be pursued in increasing the value of agriculture, horticulture, live stock raising, dairying and poultry raising were given.

* * *

The proposed Union High School at Nordhoff, Ventura County, is making headway.

* * *

The corner-stone of a new $60,000 High School was laid recently at Covina. Over 1500 were in attendance.

Melrose Heights in Alameda County is to have a new grammar school. It will contain eight rooms and will cost about $20,000.

* * *

The night school established recently by Superintendent Duncan MacKinnon of San Diego has made such rapid progress that steps will shortly be taken to open new classes.

* * *

Book Notes.

Hoadley's Physical Laboratory Handbook by George A. Hoadley, Professor of Physics, Swarthmore College. American Book Co., publishers. Price 50 cents.

This collection of sixty-two laboratory experiments covers the various topics usually taken up in secondary schools, the number presented being so great as to offer a considerable latitude of choice on the part of the teacher. The requirements of the College Entrance Examination Board, the New York State Education Department, and other similar bodies have been fully met. The volume may be used advantageously with any good text-book on the subject. The experiments have been selected with care; the apparatus required is not elaborate. Throughout the student is trained to profit from his observations, to exercise his ingenuity, and to depend upon himself.

* * *

English for Foreigners by Sara R. O'Brien, teacher in the day and evening schools of Springfield, Mass. Published by Houghton, Mifflin Company. Price 50 cents.

The author has met with remarkable success in teaching foreigners in public evening schools to speak, read and write English, and this book is the direct outgrowth of her teaching and its contents have been practically tested in the schoolroom. The purpose of the book is to give to foreigners in as short a time as possible a practical working knowledge of the English language, and, at the same time, to enable them to become acquainted with their new environment. The introduction contains many valuable suggestions to teachers.

* * *

The Summers Readers by Maud Summers have just been published by Frank D. Beattys and Company, New York.

This series of Readers consists of a Primer, a First and Second Reader and a Manual of Instruction intended to give teachers a full knowledge of the elements involved in the process of learning to

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read, and definite, practical guidance for daily classroom work. The subject-matter has been chosen with special reference to primal social activities in history and contemporaneous society significant of the race development, as the securing of food, shelter and clothing. This must touch the child personally if it is to be of value in learning to read and Miss Summers has succeeded in doing this with her stories, rhymes, plays and games and lessons on action and observation. In the Manual of Instruction the Reading lessons and Phonic lessons are given in orderly sequence.

* * *

Houghton, Mifflin Company has added "The Plays of Oliver Goldsmith," Thoreau's "Katahdin and Chesuncook," "English and Scottish Popular Ballads" and Shakespeare's "King Lear" to its Riverside Literature Series.

* * *

A Primer of Nursery Rhymes by Leota Swem, and Rowena Sherwood of Cedar Rapids, Iowa. Published by Houghton, Mifflin Company. Price 30 cents.

There is now a general recognition of the educational value of nursery rhymes, but the difficulty of dealing with ungraded material has heretofore prevented their use to any extent in "learning to read." In this book many of the more simple verses have been carefully graded in order to enable the youngest readers to enjoy their own treasures.

Directory of Business and Professional Men

The business and professional cards represented here are thoroughly reliable. The Official Journal prints no advertisements of doubtful concerns.

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The Western Journal of Education

May, 1909

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The Western Journal of Education

Vol. XIV MAY, 1909 No. 5

OFFICIAL DEPARTMENT

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EDWARD HYATT, Secretary of Board...Supt, of Public Instruction, Sacramento

Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Special Certificate

All County Boards of Education and teachers who are interested in special certificates will observe that these certificates are now issued in two grades, Elementary and Secondary. This is not by reason of a new law, but from a careful reading of the old law and its interpretation by the Attorney-General.

It will be remembered that County Boards may issue special certificates upon examination or any credential or both, in certain branches only, viz: music, drawing, physical culture and industrial, technical or commercial work. State Life Diplomas may be issued upon these Special Certificates. In recommending an applicant for such honor the County Board will do well to issue a new Special Certificate of one grade or the other, based upon his old certificate of indeterminate grade. Otherwise, the State Board cannot intel-

ligently act upon the application. The blanks for the new certificates are in the hands of the State Printer now. They will be made as direct and simple as possible.

*
* *

Teachers' Reports

Here, too, we have been using the pruning shears. The teachers' report has been growing and getting more complex year by year until it is commonly regarded as a nightmare of technicalities. There is only one way to improve it and that is to serve it as Alexander did the Gordian Knot. **We shall reduce it to a simple sheet, of letter paper size, to be filled on one side only.**

But, now, this will entail responsibility on you, my lovely teacher friends. No more can you blame it on the horrid old report when you send in a solemn, sworn statement that you had two or three thousand pupils in your school, or make oath that your average daily attendance was larger than your total enrollment. If the report is now clarified that he who runs may read, every one of us must get it exactly right every time before sending it in, before asking for the last month's salary. We are now cherishing rosy dreams of no more trouble, no more returning of teachers' or superintendents' reports for correction. If no good results are visible, we shall be covered with shame and humiliation and will be liable to go back to the old forms.

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Elementary and Secondary

Everybody will observe that these two words are creeping into our laws, blanks, certificates, reports and other official papers instead of the terms Primary and Grammar Schools and High Schools. The reason for this is that a constitutional amendment was adopted by the voters of the state last November, designating the schools of California by these names.

I don't like them. They sound foreign to my ears. Nevertheless, they are in our Constitution, the Constitution is slow and difficult to change and we might as well accustom ourselves to them. We shall have them for years to come. Of course, every one knows that Secondary means High School, and that Elementary means the eight grades below the High School.

Beware Greeks Bearing Gifts

A canny superintendent was speaking at table the other day about schools receiving gifts of lands from public spirited citizens. Said he: "A school had better steer clear of gifts. You may be sure that no one will ever give away anything that he wants himself, or that is of real value to anyone else. The school would always better buy what it wants at regular market rates. You cannot get something for nothing in this world. Again and again do I see a school accept a piece of land that is not what it really needs; the result is that it worries along for years, spending money, wasting time—and at last has to discard the undesirable location to make a new start at big prices—and sacrifice its whole investment."

"Examine your gift horses carefully in the mouth, quoth he.

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Spring Institutes

Marin County had its institute during the last week of March, with City Superintendent Kauffman of Pomona, Professor Holway of the University of California, Professor Anderson of the San Francisco State Normal School and others for spellbinders. Superintendent Davidson planned and carried out a magnificent trip for his teachers—a day on Mt. Tamalpais! The whole institute got off early in the morning, went by electric train to the foot of the mountain and made the ascent by a wonderful railroad that zigzags and switches back and forth, round and round the shoulders and flanks of the haze-crowned peak, up to an altitude of over two thousand feet. That doesn't seem very high, perhaps, to the teachers in the Sierras; but, going up directly from the shores of the salt water, overlooking the whole region of bay and city and ocean round about San Francisco, it looks as tall as Mt. Everett to the people there. Arrived on the summit, the institute was called to order for an illustrated lecture on the geography of the surrounding country, by Professor Holway, an interesting feature of which was an explanation of the earthquake of 1906. After a lunch at the Tamalpais Tavern, Alexander G. McAdie, the famous chief of the Weather Bureau, spoke to the teachers, giving explanations of the winds and the rains and the fogs of the bay, and a descripion of the Weather Bureau's methods of making forecasts. Then the teachers had an hour or so to

wander about at will, enjoying the view and studying the Weather Bureau Observatory and other points of interest. The return was made in a gravity car that swiftly slid down, down, down to the lower regions by its own weight, arriving at the foot about five o'clock in the evening.

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Santa Rosa

Santa Rosa, the beautiful county seat of Sonoma County, was the scene of an institute during the second week of April. It was held in the high school. Allison Ware, R. E. Holway, and I. S. Rogers were the principal instructors. Professor Holway interpreted the history of the Russian River. Professor Roberts was for thirty years at the head of the Department of Agriculture in Cornell University, and talked about nature study and agriculture in the schools. Mr. Ware, head of the Department of Literature in the San Francisco Normal School, talked on Literature and Resources of California. I am not given to booming institute teachers in this column; but honesty compels me to say that Mr. Ware's address on the Resources of our Commonwealth was one of the most vigorous, forcible, valuable things I ever heard at an institute. I wish every teacher in the state could hear it.

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Peace Day Again

Peace Day comes again on the 18th of May. Good material to use in observing it may be had of Mrs. Alice Park at Palo Alto, or of Robert C. Root at Los Angeles, 414 Severance Building. The Hague Conference is a world event and deserves some notice from us.

*
* *

High School Text Books

The late Legislature did not really do anything new concerning high school text books. It only insisted that the law we have had for all these many moons should be enforced. Nothing has been done that needs any haste or excitement at all. The law only requires that the books shall be adopted by the High School Trustees and that they shall not be

changed in less than four years. And it has stood that way for years.

The requirement now is that on or before the first day of next October each High School Board of Trustees in the state shall **certify to its County Superintendent of Schools the list of text books the School is using**—to make it a matter of record. After that, additional books may be put on the list or books on the list may be supplanted by others, only by regular four year adoption under contract by the High School Board; which adoption must be at once certified to the County Superintendent, so that the record may be made up to date, complete and accurate. Only this and nothing more.

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* *

The Intent of It

Of course, the intent of the Legislature was to prevent high school teachers from going about the state from one school to another, changing the text books at every remove, without let or hindrance from the Board of Trustees, the County Superintendent, or anyone else; and without regard to the pocketbooks of the students. To enforce it, the penalty of a fine of one hundred dollars is prescribed for any teacher or school officer who shall neglect or violate the provisions of this law.

*
* *

Why Visit the School?

Busy people, trustees and parents, may exert a great and good influence upon the school, even if they are not up in the latest arts of pedagogy. How? By giving it a little of their time, their attention, their personality. Even one visit, one day, gives the school importance in the neighborhood life, makes it seem worth while, stirs up a new spirit. **Apathy and indifference on the part of the people soon allow the school to run down to abject misery, and nobody knows or cares what it does.**

*
* *

The Best Blackboard

Every little while, some trustee writes in to ask, "**What is the best blackboard?**" To this there is only one answer—viz:

Natural slate. It is somewhat more expensive than the other kinds and is difficult to get into remote and inaccessible places. A small order is specially troublesome. It costs half as much more, sometimes twice as much, as the composition boards. But it never checks; it never warps; it never needs repairs; it is in a class by itself, and nothing else approaches it. The Best Blackboard is always natural slate, to the best of my knowledge and belief; and for many years I have made it a point to inquire about this matter, look at it, investigate it.

*
* *

Adoption of Text Books

The State Board of Education had a strenuous three-day session, days and nights, April 21, 22 and 23, at the Capitol, to consider text books in Reading, Advanced History, and Civics. The contracts in these subjects are about to expire, and must be either renewed or replaced by others.

Nine critic-readers in each subject were appointed by the Board, from the teachers of the state. Several of them were from the faculties of the Normal Schools, as Miss Rogers, Miss Osden, Miss Hall, and Mr. Miller. Some were City Superintendents, as Mr. Bunker, Mr. Albee, and Mr. Cox. One was a departmental teacher, Miss Hawkins of Palo Alto; one a County Superintendent, Mr. Reynolds of Ventura; one a primary teacher in a rural school, Miss Martin of Corona; one a grammar school principal, Mr. Barker of Oakland; one a school board member, Mrs. Atwood of Riverside; one a university teacher, Mr. Newell of Berkeley.

These critic-readers attended the meeting, listened to the talks of the book men, took part in the discussions, expressed themselves fully to the Board, and at length.

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* *

New Features

This presence of the critic-readers in person at the meeting of the Board is a brand new feature. It is also a new feature to invite the book men to the meeting, and to give each an opportunity to argue the merits of his books to the Board. Both are great improvements. The personal discussions face to face, the question and answer, give and take, praise and blame, attack and defense, made a live and vigorous event, and gave the Board very much more comprehensive

understanding of the problems than could be had in any other way.

*
* *

Tragedy, Too

There is much more sadness than joy in one of these contests for an adoption of school books. I feel old and worn when it is over—and sorry!

Over a score of rivals entered the arena—confident, determined, keen, eager young men. They had prepared for the event by weeks and months of effort. Fortunes depended on the outcome. Advancement, recognition, fame, promotion, were bottled up in it. They could not sleep for anxiety. They were wrought up to the highest pitch of nervous tension. It was a crucial and soul-wracking time—yet each must hide his troubles, must smile and be gay!

And of the score, only three could be successful! The others must lose, must go away in bitter pain, concealing wounds that are slow to heal and that leave deep scars when they do heal. It was real tragedy; and it leaves me depressed—and sorry!

*
* *

The Change in History

The history was changed, yes; but as slightly as possible, by the adoption of McMaster's Brief History in place of McMaster's School History. About one-third of the new history consists of small-type foot-notes on interesting points, somewhat after the fashion of the old Barnes Histories. If these are disregarded, the books will be shorter and simpler than the present text.

And now let every superintendent and every teacher observe this: **there is no need to have any child in the state buy a new book because of this change.** If he already has a book, let him use it in class with the others; they are both by the same author. Of course, the paging is different and the language is different; but any modern teacher prefers to have several text book in class nowadays, and assigns lessons by topics, not by pages. It was the opinion of the critic-readers and the opinion of the Board that the new and old books could be used together in class, perhaps to better advantage

than if there were only one. Let us see to it, then, that the histories now in the hands of the children are used, not thrown away.

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Lower Royalties

The royalty on the History is lowered from thirty cents to fifteen cents per copy. This will mean a saving to the children of the state of about twenty-five thousand dollars during the contract. The royalty on Readers will be reduced from twenty per cent to fifteen or less. On Civil Government it is twelve and one-half cents. I worked very hard through all the session to get all these royalties down to a uniform ten per cent; and failed in it, as you see. I succeeded, however, in making a lot of my friends think me a mean and stingy curmudgeon. And this has its disadvantages, as you may guess.

*
* *

Visiting Rural Schools

I had a very delightful time this month visiting schools in Sutter County, with the County Superintend, La Verne Freeman. We took a team and drove about from school to school for two whole days. It seemed like good old times, to see real teachers at work in real schools with real children again. It was closer to the heart of things than to go to an institute, and more satisfactory, perhaps. So I shall try to do the same somewhat in future. The Live Oak School was a lively one, full of life and energy. Its principal is Mr. Case; he had a carpenter shop in the attic, and the boys climbed up a long ladder to work at manual training.

The Barry School has a new building, a model for the whole county. The trustees were there to meet us and we had a most interesting visit. On the school grounds are the most magnificent eucalyptus trees I have ever seen on a school property. Tall, dignified old giants they are, shading the children in their play. They look as if they had stood for ages, showing to all the country where the school house stands. When such stately monarchs as these will grow in two or three decades, how little excuse there is for any school in all this state to remain desolate, bare, dreary, shunned by every man and beast that can get away from it!

State Text-Book Committee

(This is a standing committee of three from the State Board of Education. It has charge of all matters relating to the State Text-Books. Its Secretary is George L. Sackett. The Secretary will try to use this department to bring his work in closer touch with the teachers of the State by recording each month the details that seem to be of general interest.)

The State Board of Education was in session at the office of the Superintendent of Public Instruction, Sacramento, California, April 21, 22, and 23, 1909, considering the question of State Series Texts in Reading, Grammar School U. S. History, and Civics.

The contract for Grammar School History expired April 24, 1909 and the contract for Readers will expire July 1, 1909. The supply of the old State Series Civil Government was exhausted months ago and a new supply has never been ordered published.

All the members of the State Board of Education were present excepting Governor Jas. N. Gillett and President Benj. I. Wheeler.

In addition to the members of the State Board, the following named critic-readers were present: Dr. Margaret Schallenberger, Marie E. Hall, Alma Patterson, Elizabeth Rogers, Supt. P. W. Kauffman, Lillie Martin, Alice M. Osden, Effie I. Hawkins, E. I. Miller, J. B. Newell, Supt. E. Morris Cox, W. F. Bliss, Geo. B. Albee, Mrs. Stella Atwood, Agnes E. Howe, Supt. F. F. Bunker, A. C. Barker, Supt. Jas. E. Reynolds.

The various text book publishers were represented by their agents who addressed the State Board upon the merits of their respective texts.

After the book men had been heard, the critic-readers were called upon to present their ideas concerning the texts under consideration.

After all had been given a chance to be heard and after the most careful and full discussion by members of the Board and critic-readers, the Board went into executive session and after further conference together, adopted for eight years as a State Series Text in U. S. History, McMaster's Brief History; and as a State Series Text in Civics, for eight years, Dunn's Community and Citizen.

The adoption of a State Series Text in Reading was postponed until the meeting of the State Board in June, 1909.

The representatives of the publishing house, as well as

others, expressed their hearty approval of the manner in which the meeting was conducted.

No one present but felt that each and every member of the State Board was desirous of having a fair and open discussion, a "square deal" to all, and that each member had been a "square man" in every particular.

The keynote of the whole meeting was, "what is the best for the children of the state, everything considered?"

The price of the new history will be eighty-five cents; a saving of ten or fifteen cents on each copy.

The retail price of the Civics is seventy-five cents; but the state will be able to furnish it to the children for not to exceed fifty cents; a saving of twenty-five cents per copy.

The new Advanced Geography will be ready for the opening of schools this fall.

* * *

EDUCATIONAL BILLS THAT HAVE BEEN APPROVED BY THE GOVERNOR

By Job Wood, Jr.

Since the last issue of the "Journal" the following educational bills have been approved by the Governor and will in due time become laws:

Senate Bill No. 809. By Senator Black. Approved April 12, 1909

1584. A school district, a portion of which is embraced within the limits of an incorporated city or town governed by a charter proposed and adopted as provided by section 8 of article XI of the constitution of the State of California, may be subject to, controlled and governed by the provisions of such charter relating to and providing for the management of public schools in the manner provided in this section. The board of trustees of such school district may provide for the holding of an election at the time, and in the form and manner for holding elections for school trustees, at which election shall be submitted the question of the district being governed by the provisions of the charter of such city or town. The ballots used at such election shall contain the words "Shall the—(name of district) be governed by the charter of the city (or town) of ————?" and the words "yes" and "no" so placed that the voters may clearly indicate thir choice in this connection. The board having charge of such election shall count the ballots cast on such propositions and make return thereof to the board of trustees of such school district. If it shall appear from such returns that a majority of the votes cast on such proposition were in favor thereof, then said board of trustees shall certify said result to the board of education provided for in the charter of such city or town and from and after the date of such certificate said school district shall be governed by the pro-

visions of such charter relating to the establishment, management and control of the public schools. All qualified electors residing in such school district, whether residing within or without the boundaries of such incorporated city or town, shall be entitled to vote for members of the board of education at any election held for that purpose.

Sec. 2. This act shall take effect immediately.

* * *

Senate Bill No. 1077. By Senator Thompson. Approved April 14, 1909

Section 1. Section eighteen hundred eighty of the Political Code is hereby ammended to read as follows:

1880. The board of trustees, board of education or other governing body of any school district may, when in their judgment it is advisable, and must, upon a petition of a majority of the heads of families residing in such district, according to the number of heads of families therin shown by the last preceding school census, call an election and submit to the electors of the district the question, whether the bonds of such district shall be issued and sold for the purpose of raising money for purchasing school lots, for building or purchasing one or more school buildings or making alterations or additions to any school buiulding or buildings, for repairing, restoring or re-building any school building damaged, injured, or destroyed by fire, or other public calamity, for insuring school buildings, for supplying school buildings with furniture or necessary apparatus, for improving school grounds, for liquidating any indebetdness already incurred for said purposes, or for refunding any valid outstanding indebtedness of such district evidenced by bonds or warrants thereof. The order calling such election shall be valid and effectual when signed by a majority of said governing body, and may so submit to said electors as one proposal the question of issuing bonds to make all said outlays, or so many of them as may be selected; or said order may submit at said election as separate question the issuance of bonds for any of said outlays, singly or in such combinationsas the order may direct.

In effect in sixty days from date of approval.

* * *

Assembly Bill No. 196. By Mr. Sackett. Approved April 12, 1909

An act to provide for county library systems.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. The boards of supervisors of the several counties shall have power to establish and maintain, within their counties, county library systems in the manner and with the functions prescribed in this act.

Sec. 2. The board of supervisors of any county may submit the question of establishing a county library system to a vote of the electors of such county in the following manner:

They shall, not less than fourteen days before the annual election of school trustees, send notices to the board of trustees of each school district in the county, declaring that a vote on the question of establishing a county library will be taken at the coming election of school trustees. The trustees shall post such notice in three public

places within the district. The board of supervisors shall thereupon prepare two sets of ballots, one reading "for a county library" and the othre "against a county library," and send a sufficient number of them to the board of school trustees in each school district in the county. These ballots shall be kept on hand at the place where said election is held, and each elector voting at such elecion may use one of these ballots to express his wishes regarding the establishing of a county library. Such election for the establishment of a county library shall be conducted substantially in the manner prescribed for the election of school trustees, except that the result shall be certified to the county board of supervisors, instead of the county superintendent of schools.

In cities, where no election for school trustees is held on the day when such elections are held in other school districts of the county, the county board of supervisors may order a special election on the question of establishing a county library, to be held on the same day as in the school districts outside of such city, and be conducted substantially as elections for the issue of county bonds are now conducted.

After the certificates of the election officers have been received by the county board of supervisors, the said board shall canvass and declare the result, and thereafter if a majority of the votes cast are for a county library, must pass an ordinance establishing a county library as herein provided.

Sec. 3. Not less than five days before any election regarding the establishing of a county library, as provided in section two of this act, the board of trustees, common council, or other legislative body of any incorporated city or town in the county, or the board of trustees of any library district, may notify the board of supervisors that such city, town, or library district, does not desire to participate in the county library system, and thereafter such city, town, or library district shall not participate in such election, and its inhabitants shall not be entitled to the benefits of such county library system when established, and the property within such city, town, or library district shall not be taxed for county library purposes. But such notice may at any time be withdrawn by such city, or library district.

Sec. 4. The county library shall be under the general supervision of a committee of three selected annually by the county board of supervisors from among its own members. The said committee shall elect a county librarian, who shall hold office for the term of four years, subject to prior removal for cause, after a hearing, by the library committee. The cause of such removal, together with all proceedings thereof, shall be spread upon the minutes of such committee. The said county librarian need not be a resident of the county nor a citizen of the State of California at the time of his election. Prior to entering upon the duties of his office, such county librarian shall file with the county clerk the usual oath of office and a bond, conditioned upon the faithful performance of his duties, with sufficient sureties approved by a judge of the superior court, in such sum as may be determined by the county board.

Sec. 5. No person shall be eligible for the office of county librarian, unless he has received, prior to his election, from the state librarian, or from the librarian of the University of California, or

the Leland Stanford Jr. University, a certificate to the effect that in the opinion of such librarian he is well qualified for the office. If at any time there shall be established by law in this state a system of certification of qualified librarians, each county librarian elected thereafter for a first term must hold a proper certificate provided by such system, in place of the certificate above mentioned in this section. The salary of the county librarian shall, in the counties of the first to tenth classes, be two thousand four hundred dollars per annum; in the counties of the eleventh to twenty-ninth classes, two thousand dollars per annum; in counties of the thirtieth to fortieth classes, one thousand five hundred dollars per annum; in counties of the forty-first to fifty-fourth classes, one thousand dollars per annum; and in counties of the fifty-fifth to fifty-eight classes, seven hundred and fifty dollars per annum. The county librarian shall also be allowed his actual and necessary expenses incurred in traveling on the business of his office.

Sec. 6. The library committee appointed by the county board of supervisors, as aforesaid, shall have power to make general rules and regulations regarding the policy of the county library, and to determine the number and kind of employees of such library. But the appointment and dismissal of such employees, and the management of the business of the library, including the determination of what books shall be purchased, shall be entirely within the power of the county librarian.

Sec. 7. The county librarian shall, subject to the general rules adopted by the library committee, build up and manage, according to accepted principles of library management, a library for the use of the people of the county. He shall co-operate in every expedient manner with the librarians of other public libraries within the county, including the county law library, and render such assistance to all as will tend to increase their efficiency, and may establish delivery stations and branch libraries within the county. For this purpose, he may employ such assistants as may be authorized by the library committee; **provided,** that where such services are rendered to a library belonging to any municipal corporation not taxed for the county library system, such services shall be paid for at a fair rate of compensation by such library, payable into the county library fund established by this act.

Sec. 8. The county library systems of the state shall be under the general supervision of the state librarian, who shall from time to time either personally or by one of his assistants, visit the libraries in each county and inquire into their condition. The actual expenses of such visits shall be defrayed out of the state library fund. The state librarian may annually call a convention of county librarians, to assemble at such time and place as he shall deem most convenient, for the discussion of questions pertaining to the supervision and administration of the public libraries, the laws relating therto, and such other subjects affecting the welfare and interest of the county libraries as shall properly be brought before it. It is hereby made the duty of all the county librarians to attend and take part in the proceedings of such convention when it is called. The actual expenses of the county librarians attending the convention shall be paid out of the county library fund.

Sec. 9. The county librarian shall on or before the 15th day of July in each year, report to the county board of supervisors on the condition of his library system for the year ending June 30th preceding. Such reports shall, in addition to other matters deemed expedient by the county librarian, contain such statistical and other information regarding the county library system as may be deemed desirable by the state librarian. For this purpose the state librarian may send to the several county libraries instructions or question blanks, so as to obtain the material for a comparative study of library conditions in the state. At the time of making his annual report, the county librarian shall send a copy thereof to the state librarian.

Sec. 10. The county libraries established under this act shall be free to the use of the public; **provided,** that only residents of the county outside of cities, towns, and library districts not taxed for county library purposes shall have the privilege of drawing books therefrom for use outside of the rooms of the library. Persons violating any of the reasonable rules established by the library authorities may be excluded from the use of the library.

Sec. 11. The county board of supervisors, after a county library has been established, shall annually levy in addition to all other taxes levied by them, a tax not to exceed one mill on the dollar of assessed valuation for the purpose of purchasing property for, and maintaining the county library. County bonds may be issued, in the manner prescribed in section 4088 of the Political Code, for the erection and equipment of library buildings and the purchase of land therefore. The county board of supervisors is authorized to receive, on behalf of the county, any gift, bequest or devise for the county library. The title to all the property belonging to the county library shall be vested in the county. All funds of the county library system, whether derived from taxation or otherwise, shall be in the custody of the county treasurer. They shall constitute a separate fund, called the county library fund, and shall not be used for any purposes except those of the county library system. No money shall be paid out of the said county library fund, except on an order signed by the chairman of the library committee, and countersigned by the county librarian or his assistant. The said chairman shall sign no order upon the library fund, until a proper voucher for the claim upon which such order is based is filed and until such claim has been duly audited and allowed by the library committee. The fact that such claim has been audited and allowed shall be endorsed upon the voucher and attested by the signatures of at least two members of the committee.

Sec. 12. Instead of establishing a separate county library, the county board of supervisors may enter into a contract according to the provisions of this section with any city or incorporated town maintaining a free public library; and the board of library trustees, or other authorities in charge of such free public library of any such city or town, is hereby authorized to make such a contract. The said contract may provide that the public library of such city or town shall assume the functions of a county library within the county with which such contract is made, as provided in this act. The county board of supervisors may agree to pay annually into the library fund of such city such sum as may be agreed upon. Either

party to such contract may terminate the same by giving six months' notice of intention to do so.

Sec. 13. After a county library system has been established, it shall not be discontinued except by the two-thirds vote of the electors of the county voting at a special election called for the sole purpose of determining whether such library shall be discontinued. Such election shall be carried on substantially in the manner now prescribed for the election on the issuing of county bonds.

In effect in sixty days from date of approval.

* * *

Assembly Bill No. 303. By Mr. Perine. Approved April 15, 1909.

An act to provide for health and development supervision in the public schools of the State of California.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Boards of school trustees and city boards of education are hereby authorized to establish health and development supervision in the public schools of this state, and to employ an examining staff and other employees necessary to carry on said work and to fix the compensation for the same. Whenever practicable the examining staff for health and development supervision in the public schools of the state shall consist of both educators and physicians.

Sec. 2. The purposes of health and development supervision in the public schools of the state are hereby defined as follows:

1. To secure the correction of developmental and acquired defects of both pupils and teachers which interfere with health, growth and efficiency, by complete physical examination. Said examination shall occur annually or as often as may be determined by the board of school trustees or city board of education.

2. To adjust school activities to health and growth needs and to development processes and to attend to all matters pertaining to school hygiene.

3. To bring about a special study of mental retardation and deviation of pupils in the public schools.

Sec. 3. The requirements for certification of members of the examining staff for the health and development supervision in the public schools of the state shall be as follows:

For educators: A life diploma of California of the high school or grammar school grade and a health and development certificate which shall authorize the holder of such certificate to conduct the work authorized by this act, in those grades specified by the life diploma held.

For physicians: A California certificate to practice medicine and surgery and a health and development certificate.

Sec. 4. County or city and county boards of education are hereby authorized to grant health and development certificates to holders of life diplomas of California of the high school or grammar school grade or to holders of California certificates to practice medicine and surgery who shall present with such life diplomas or with such certificates to practice medicine and surgery a recommendation from the state board of education certifying special fitness for the work specified in this act.

In effect in sixty days from date of approval.

Assembly Bill No. 630. By Mr. Sackett. Approved April 14, 1909

An act entitled "An act to amend section 1564 of article IV of the Political Code by increasing the allowance of money for conducting separate teachers' institutes."

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1564 of article IV of the Political Code is hereby amended to read as follows:

1564. The county superintendent, the city and county superintendent, and the city superintendent must each keep an accurate account of the actual expenses incurred by them in holding any teachers' institute whether separate or joint, with vouchers for the same; and the county superintendent shall draw his requisition upon the county auditor, who shall draw his warrant on the unapportioned county school fund to pay the expense of the county institute; and the city and county superintendent shall draw his requisition upon the city and county auditor, who shall draw his warrant upon the city and county school fund to pay the expense of the city and county institute; and the city superintendent shall present his bill for the expenses incurred by him in holding the city district institute to the city board of education, who shall pay the same from the city school district's county fund in the same manner as other claims against the city school district's county fund are paid; **provided,** that not more than two hundred dollars ($200.00) shall be paid by each county, city and county, or city school district toward the expense of any joint institute or convention; **and provided further,** that not more than three hundred dollars ($300.00) shall be paid for the expenses of any separate institute held by the superintendent of any county, city and county, or city school district having less than one hundred teachers regularly employed in the elementary and secondary schools of such district; **and provided further,** that where the number of teachers regularly employed in the elementary and secondary schools of any county, city and county, or city school district exceeds one hundred teachers at the time of holding any separate institute, the superintendent may expend money in addition to the three hundred dollars ($300.00) hereinbefore provided at the rate of one dollar ($1.00) per teacher for each teacher in excess of one hundred teachers regularly employed at the time of holding such separate institute.

In effect in sixty days from date of approval.

* * *

Assembly Bill No. 633. By Mr. Sackett. Approved April 15, 1909

An act entitled "An act to amend section 1560 of article IV of the Political Code of California by providing for joint institutes or conventions of teachers and providing a penalty for county superintendents who fail to hold institutes."

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1560 of article IV is hereby amended to read as follows:

1560. The superintendent of every county in which there are twenty or more school districts, and of every city and county, and of every city school district governed by a city board of education and

employing seventy or more teachers, must hold at least one teachers' institute in each year; and every teacher employed in the schools of the county, city and county, or city school district holding such institute must attend the same and participate in the proceedings; and shall be paid his regular salary for the time covered by such attendance; **provided,** that the superintendents of two or more adjacent counties, or city and county, or city school districts may unite for the purpose of holding a joint institute or convention and may direct the teachers of their respective counties, city and county, or city school districts to attend the same in lieu of all or of a designated part of the county, city and county, or city school district institute, under the same conditions and compensations as are herein provided for the county, city and county, or city school district institute; **provided,** that the expense of such joint institute shall be borne equally by the counties, city and county, or city school districts participating therein, and shall not exceed two hundred dollars ($200.00) for each county, city and county, or city school district participating therein; and shall be paid in each county from the unapportioned county school fund, in each city and county from the city and county school fund, and in each city school district from such school district's county school fund. A county superintendent of schools who shall refuse or neglect to hold an institute for any one year as directed by this section shall forfeit the last month's salary of the year in which he fails to hold said institute and the county auditor whose duty it is to draw the warrant in favor of such superintendent is hereby directed to withhold said salary on proof of such neglect.

In effect in sixty days from date of approval.

* * *

Assembly Bill No. 686. By Mr. Sackett. Approved April 14, 1909.

An act to amend section 1663 of the Political Code relating to the public schools.

The people of the State of California, represented in the senate and assembly, do enact as follows:

Section 1. Section 1663 of the Political Code is hereby amended to read as follows:

1663. 1. The public schools of California, other than those supported exclusively by the state, shall be classed as day and evening elementary, and day and evening secondary schools.

The day and evening elementary schools of California shall be designated as primary and grammar schools.

The day and evening secondary schools of California shall be designated as high schools and technical schools, and either class may include a portion of the other class.

No teacher shall be employed to teach in any way, in any school, if the certificate held by the teacher is of a grade below that of the school or class to be taught; **provided,** that the holders of existing primary certificates or of the same when hereafter renewed or made permanent shall be eligible to teach in any of the grades of a day or evening elementary school below the sixth year and not including the kindergarten grades; and in any day or evening elementary school of the county, or city and county, which the county, or city and county superintendent shall designate as a primary day or evening elementary

school; **and provided further**, that the holder of any special certificate for kindergarten work, or of any kindergarten-primary certificate, shall be eligible to teach in the kindergarten grades of day elementary schools.

2. The county, or city and county board of education must, except in incorporated cities having boards of education, on or before the first day of July of each year, prescribe the course of study in and for each grade of the day and evening elementary schools for the ensuing school year.

3. Except in city school districts having boards of education, the county, or city and county board of education shall provide for the conferring of diplomas of graduation by examination or otherwise upon those pupils who have satisfactorily completed the course of study provided for the day or evening elementary schools of the county, or city and county.

4. Whenever necessary the county, or city and county board of education may amend and change, subject to section 1665 of this code, the course of study prescribed by them for the day and evening elementary schools.

In effect in sixty days from date of approval.

* * *

Assembly Bill No. 688. By Mr. Sackett. Approved April 14, 1909

An act to amend section 1662 of the Political Code by determining the number of years of instruction in the day and evening elementary schools; determining the age of admission to the day and evening elementary schools, and providing for separate schools for Indian, Mongolian and Chinese children, and authorizing the exclusion of children of filthy or vicious habits.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1662 of the the Political Code is hereby amended to read as follows:

1662. 1. The courses of study for the day elementary schools of California shall embrace eight years of instruction; and such courses must allot eight years for instruction in subjects required to be taught in such schools and may allot not more than two years for kindergarten instruction.

2. The day elementary schools of each school district of California shall be open for the admission of all children between six and twenty-one years of age residing in the district, and may be open for the admission of adults if the governing body of the district deem such admission advisable; **provided**, that where kindergarten instruction is given in the schools of a district, such school shall admit children to the kindergarten classes at four years of age; and the reports for the kindergarten classes shall be kept and shall be made separate from other school reports; **and provided further**, that wherever a school is established for the instruction of the deaf such children may be admitted to such school at three years of age; **provided**, that the average daily attendance of deaf children who are six years of age or older shall be counted as part of the average daily attendance in the day elementary schools.

3. The governing body of the school district shall have power

to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Chinese or Mongolian descent. When separate schools are established, Indian, Mongolian or Chinese children must not be admitted into any other school.

4. The courses of study for the evening elementary schools of California shall embrace eight years of instruction in the subjects permitted to be taught in such schools.

5. The evening elementary schools of any school district shall be open for the admission of all children over the age of fourteen years, residing in the district, and for the admission of adults; **provided,** that children under fourteen years of age who have been given permits to work in accordance with the provisions of an act to enforce the educational rights of children may be admitted to the evening elementary schools.

In effect in sixty days from date of approval.

Assembly Bill No. 727. By Mr. Sackett. Approved April 14, 1900

Section 1. Section 1636 of the Political Code is hereby amended to read as follows:

* * * * *

The change is in subdivision 5, and is as follows:

Fifth. The parent or guardian or other person having the control of any child or children under the age of seventeen years who gives to the school census marshal the facts asked for by said school census marshall shall sign his or her name to the facts as given in. If said parent, guardian or other person giving in the census, can not write, he may ask the census marshal to sign his name for him after which he must make his mark, the census marshal certifying that said person can not write. The census marshal shall have power to administer oaths to parents or guardians or other persons giving in the census. Any parent or guardian or other person having the control of any child or children under the age of seventeen years who shall refuse or wilfully neglect to give in the correct school census of any child or children under his control shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than one hundred dollars for each offense. The amount of such fine shall be collected by the proper officer of the court and paid into the county treasury to the credit of the county school fund of the school district or city in which the child or children reside.

In effect July 1, 1909.

* * *

Assembly Bill No. 1138. By Mr. Behan. Approved April 14, 1909

An act to amend section 1552 of the Political Code of the State of California, relating to the traveling expenses of county, and city and county superintendents.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. Section 1552 of the Political Code of the State of California is hereby amended to read as follows:

1552. Each county superintendent shall receive his actual and necessary traveling expenses, said expenses to be allowed by the board of supervisors, and to be paid out of the county general fund,

provided, that this amount shall not exceed ten dollars per district per annum. **Provided further**, that in any city and county each one thousand school census children as shown by the last school census shall be considered equal to one school district.

Sec. 2. This act shall take effect immediately.

* * *

Assembly Bill No. 1234. By Mr. Fleisher. Approved March 27, 1909

An act for the establishment in the city of Santa Barbara of a state normal school of manual arts and home economics, and making an appropriation therefore.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. There is hereby established in the city of Santa Barbara, county of Santa Barbara, a state normal school to be known as the Santa Barbara State Normal School of Manual Arts and Home Economics. The purpose of this school is to furnish to the people of both sexes such professional training in manual arts and home economics as shall fit them to teach in the public schools of this state in the departments of manual arts and home economics. This act shall be liberally construed to the end that the school established hereby may at all times contribute to the high standard of professional training in the state.

Sec. 2. Within sixty days after this act goes into effect(the governor shall appoint five persons who, with the governor and superintendent of public instruction, shall constitute a board of trustees of said school.

Sec. 3. The said trustees, as provided for in section two of this act, are hereby appointed and created trustees of said Santa Barbara State Normal School of Manual Arts and Home Economics with full power and authority to select the site for the permanent location of said school in the city of Santa Barbara. Said trustees shall within ninety days after the passage of this act examine the different sites offered for the location of said school buildings and the site selected by them shall remain the permanent site of said school; **provided**, that no money shall be expended on the land or for such school until the site selected and donated to this state has been conveyed by a deed in fee simple to the State of California, said site to consist of not less than four acres.

Sec. 4. The term of office of the trustees shall be four years, except that, in appointing the first board of trustees, the governor shall appoint two members for one year, one for two years, one for three years, and one for four years. They shall be governed and regulated by the laws governing and regulating the normal schools of this state, in so far as the same are applicable to an institution of this kind, and shall be entitled to their necessary and traveling expenses while engaged in the discharge of their duties under this act.

Sec. 5. The sum of ten thousand dollars is hereby appropriated out of any moneys belonging to the state not otherwise appropriated, for the maintenance of said school and improving the grounds conveyed to this state under section three hereof.

Sec. 6. The said board of trustees shall provide, by renting suitable buildings and equipment for the opening of a state normal

school of manual arts and home economics in the city of Santa Barbara, on or before January 1, 1910, and said board shall have full power and authority to employ suitable teachers for the conducting and maintaining of said school, supplying the same with necessary books, stationery and apparatus.

Sec. 7. The controller of the state is hereby authorized to draw his warrants from time to time, as the work shall progress, in favor of said board of trustees, upon their requisition for the same, and the state treasurer is directed to pay the same.

Sec. 8. The moneys hereby appropriated shall be expended under the direction of the said board of trustees.

Sec. 9. This act shall take effect and be in force from and after its passage.

* * *

Assembly Bill No. 1402. By Mr. Hawk.

An act declaring February 12th, the birthday of Abraham Lincoln, a legal holiday and providing for a half-day session in the public schools on such holiday, and for certain exercises in the public schools.

The people of the State of California, represented in senate and assembly, do enact as follows:

Section 1. February 12, the birthday of Abraham Lincoln, is hereby declared a legal holiday, **provided, however,** that all the public schools throughout the state shall hold sessions in the forenoon of that day in order to allow the customary exercises in memory of Lincoln; **and provided further,** that when February 12th falls on Sunday, then Monday following shall be a legal holiday and shall be so observed; **and provided still further,** that when February 12th falls on Saturday such exercises in the public schools shall take place on the Friday afternoon preceding.

* * *

Senate Bill No. 803. By Senator Thompson. Approved March 19, 1909

The plan of this bill is to include the laws governing high schools all in two new articles and repeal all other acts pertaining to secondary or high schools. It provides two new articles, XIV and XV, and adds sections 1720 to 1751 inclusive to the Political Code.

Section 1720 defines secondary schools to mean high schools, an attempt to hold to the name "high school" though the constitution now provides for "secondary schools."

Section 1721 defines union high school districts.

Section 1722 provides who may sign petition for high school district.

Section 1723 provides for supervision of high schools by County Superintendent of Schools.

Section 1724 legalizes the formation of all high school districts.

Sections 1725, 1726, 1727 and 1728 provide for the formation of union high school districts and are not unlike the old law except in wording.

Section 1729 provides for the union of two or more adjoining high school districts.

Section 1730 provides for high school board in union and joint union high school districts. The board shall consist of five members elected at large. This is a radical change. The present trustees,

or rather the trustees who will compose the board after July 1, 1909, will go out of office July 1, 1910. The five trustees to take office July 1, 1910 will be elected next April under section 1731.

Sections 1732, 1733 and 1734 provide the status of school districts in their relation to the high school district. Land districts may be taken in or let out of such high school district.

Section 1735 provides for the method of lapsing high school districts when there is an attendance of ten or less, and for the disposal of the property.

Section 1736 provides a method of disincorporating a high school district.

Section 1737 provides a method for changing the name of a high school district.

Sections 1738 and 1739 provide for the formation of county high schools.

Section 1740 provides that all high school boards must meet on the second Saturday in July of each year at twelve o'clock, and organize.

Section 1741 provides the powers and duties of high school trustees.

Section 1742 provides for locating building.

Section 1743 provides for report of principal of school, while section 1744 provides the report to be made to the Superintednent of Public Instruction by the County Superintendent.

Sections 1745, 1746, 1747 and 1748 provide means of raising money by bonding the district.

Section 1749 provides for voting bonds by counties for county high schools.

Section 1750. This section is a very important one. I give it in full. It is as follows:

"1750. The course of study for every high school shall be prepared by the high school board, or trustees having control thereof, and except in incorporated cities and towns, having boards of education, shall be subject to the approval of the county board of education. Said course of study for county high schools shall embrace a period of not less than three years, and for all other high schools shall embrace a period of not less than four years; and every high school shall prescribe at least one course of study that will prepare graduates therein for admission into the state university. The high school board of trustees may prescribe an additional course or additional courses of study, subject to approval as hereinbefore provided. Within ninety days after the taking effect of this act the clerk or secretary of the high school board of each district shall certify to the superintendent of schools having jurisdiction over such high school, the list of all text books previously adopted by order of said board or then in use in said high school and no change shall thereafter be made in said list of books, **provided,** that the high school board may at a regular meeting adopt for a period of not less than four years such additional or other text books as they may deem best from a list of books prepared and recommended annually in the month of June by the state board of education. The order of adoption shall be entered upon the minutes of the board and a certified copy thereof shall be at once transmitted by the clerk or secretary of the high school board to the superintendent of schools having jurisdiction over such high school. The board of trustees shall enter into

a written contract with the publishers of the text books so adopted for their use during such period.

The high school board of any high school district, or trustees of any county high school may prescribe post graduate courses of study for the graduates of such high school, or other high schools, which courses of study shall approximate the studies prescribed in the first two years of university courses. The high school board of any high school district, or trustees of any county high school wherein such post graduate courses of study are taught may charge tuition for pupils living without the boundaries of the district or county wherein such courses are taught."

This office understands this law to mean that books now in use in the high schools may be continued indefinitely, but when a change is to be made a contract for at least four years must be made by the high school board with the book company whose book is selected. Many high school boards have contracts with publishing companies under the old law. These contracts are necessarily continued until expiration.

1751. Any graduate of the elementary schools of this state and any other person who furnishes to the principal of the high school he desires to attend, and to the superintendent having jurisdiction over such high school satisfactory evidence of his fitness for high school work, may attend any high school in this state; **provided,** that any person residing in a high school district may attend the high school in another high school district only upon such terms as may be agreed upon by the high school boards of the two districts, or if such boards fail to agree, on such terms as the superintendent of schools having jurisdiction by the provisions of this article over the high school he desires to attend may prescribe.

It will be noticed that the approval of the examination of the principal has been changed to the county superintendent of schools in place of the county board.

Sections 1755, 1756 and 1757 provide methods of special tax for building and maintenance of schools.

Sections 1758 and 1759 provide for taxing territory outside of high school districts for paying the tuition of pupils living in this outside territory and attending the high school. The plan is to give all children the benefit of high school free. This can not become effective before July, 1910, as the cost can not be presented to the boards of supervisors until the reports are made at the close of the next school year.

Sections 1760, 1761 and 1762 take the place of the present act calling for state aid to high schools. There is very little in this law. One important change is noted: The present law does not give state aid to schools with an everage attendance of less than twenty. Under the new law, **all** high schools with a course leading to the university will receive state aid.

There are twenty-eight pages in this bill. It has been my thought to give the main features. We hope to have the school laws out by July.

This text book law read in connection with Senate Bill No. 956 given on pages 198 and 199 of the Journal for April ought to prevent much of the usless expense and annoyance to parents by changing high school books without real cause.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

THE FAITHFUL SCHOOL TRUSTEE

By W. H. Donahue

District Attorney of Alameda County

Dedication of W. P. Frick School, April 27, 1909

Eastern educators tell us that in this western land we have not the number of public spirited citizens who give large donations and bequests to our institutions of learning. Happily we are able to say to them that if there is any lacking in this respect we have in this rugged west what is better for our public schools than moneyed interests, and that is a splendid American manhood, ready and willing to give, without compensation, honest, conscientious, faithful and able attention to the government of our public schools.

For the past fifteen years I have come in almost daily contact with educational officers in this country, and now, as District Attorney of this county, it is my duty to advise some two hundred or more school trustees, and history will demonstrate to you what actual experience has taught me, and that is: that our school trustees, taken as a whole, are the most faithful and conscientious public servants in the country. They annually expend vast sums of money in the cause of education and in the building and management of schools, and there is less irregularity upon their part than upon that of any other class of officers. We have less complaint and more praise for their work than in any other line of public service. This is particularly gratifying when we realize that school trustees and boards of education are doing this service for the boys and girls of this county without any compensation whatever.

* * *

IMMORALITY IN OUR SCHOOLS

Editor, The Western Journal of Education:

I have just been reading your April issue, and I can't help thinking: why is not the subject of morality given some space? I am greatly interested in the subject. Why is it paid so little attention to? It seems so very important to me. Why is there no effort made to do anything on the subject?

You doubtless know that the impurity in our schools is prevalent. Take an innocent, pure minded child and start him or her to school, and in a little while they know all the dirtiest, filthiest vulgarity immaginable. They are also taught that the most dishonorable thing they can possibly do is to tell of it to parents, guardians or teachers; that anything, no matter how vile, is all right so long as they don't "tattle-tale." If the scholars find that some have been pure and honorable enough to go to their mother and tell her all about it, they at once begin to give the purer ones to understand that they are disgraced, with them, and make things very disagreeable for them, indeed.

Often parents of the worst ones will say their children know nothing about such things, and will refuse to believe and get very angry at anybody who tries to tell them the truth about it. Many parents don't care in the least, and I have known of some who said: "When my children came to me with anything like that that they had heard at school, I wouldn't let them tell me. I told them they mustn't talk about such things." Just think of that! If that is not a horrible way to do, I don't know what is. That is fairly driving them right into the very worst of it, with no protection whatever. Could parents be more unfit for parents than that?

Sometimes the teacher will show more contempt for a scholar who attempts to tell them of any of the horrible language or conduct than for the one committing it, making them feel that the others are right in regard to anything being all right, no matter how vile; that only the one who tells has done anything disgraceful. I do not believe in teaching a child to be a tattler, except to teach them that they must tell mother everything, that that is not tattling (if she is the right kind of a mother; but, oh! how few are!). But what is to be done about this? I want to hear from others on the subject.

I have a plan that I think might help some, but I will not describe it now. Surely this is one of the most important subjects that you can discuss; will you not give it space? I am so very anxious to see something done about it.

WORRIED MOTHER.

Editor's Note: We do not believe that the schools are as bad as represented in the above article. There are schools where teachers and parents should be more active in looking after the moral welfare of the children. The new state law passed by the legislature requires that morals and manners be taught in every school in the state.

H. W.

MEMORIAL DAY IN CALIFORNIA SCHOOLS

By Lawrence E. Chenoweth
Supervising Principal Kern Public Schools

WITH THE TEACHER

To the soldiers of the Civil War must be accord the distinction of having given to the country an example of true patriotism—the willingness to sacrifice all personal advantages to the end that the general good might not be disturbed. For the preservation of the Union they rallied from every quarter, determined to do or die. It is fitting and just that their heroic deeds, their unselfish devotion, their fearless efforts, should be commemorated. Both the living and the dead should be honored; both the wearers of the Blue and the wearers of the Gray should be remembered.

"Scatter your flowers alike to-day
Over the graves of the Blue and Gray.
Time has healed all the Nation's scars,
Peace has hushed all the noise of wars,
And North and South, East and West,
There beats but one heart in the Nation's breast."

The celebration of Memorial Day serves to brighten the declining days of the few remaining veterans, and freshens anew the high and noble principles which form the foundation of this great and free country of ours. It serves to teach again a patriotic sentiment, to inculcate a vital lesson in loyalty and patriotism, and pave the way toward full and good citizenship.

* * *

The following pages are intended for the use of the teacher in implanting in the minds of our embryo citizens the highest respect for the day we commemorate, for that for which it stands, and for our flag and country. Memorial Day is to be given over to memory, and is solemn in its nature. It should not be marred by picnics and sports. Its observance should be earnest and quiet.

* * *

Coming this year as it does on Sunday, Memorial Day should be celebrated in the schools on FRIDAY, MAY 28th, and where schools close earlier than that date, on some Friday just before the end of the term.

HELPFUL HINTS

The following, written by H. W. Rood, G. A. R. Patriotic Instructor, is peculiarly live and full of hints helpful and valuable especially to teachers in rural schools.

There are many hundreds of country burial grounds where there are no Grand Army Posts to plan for memorial services. If the teachers and the pupils of the nearby schools do not arrange for such services in those cemeteries, no flowers will be placed on the graves of the soldiers sleeping there. Let me, teachers and pupils, in behalf of the fast falling-away remnant of the loyal army of young men and boys of 1861-65, say to you that we shall be glad and grateful if you will perform this loving service for us. My dear teacher of the true and loyal heart, here is the most favorable of opportunities for you, not alone to please us, but to bring lessons of patriotism to bear upon the hearts of your boys and girls—such as will influence them all their lives for good.

Have some talks with your boys and girls during the month of May, telling them all about it, and getting them into the spirit of it. I know from experience that children are easily moved in mind and heart by stories of heroic deeds and self-sacrifice for what is right. If they can be made to know that graves of those who fought for the flag are in the nearby cemeteries, where some of their own loved ones now lie at rest, the most of them will be glad to search the fields and woods for spring flowers to scatter over the resting places of our Nation's dead. They will b eglad to give recitations and songs in honor of those dead.

You may have one or more army veterans living near where you teach. It would be a good plan to send special invitations to all such to visit your school on Memorial Friday, and make those who come your guests of honor. Let the children pin bits of bouquets upon their coats, and, for that day, show them special courtesy. It may be that one of them would, if asked, give a talk about war days, about the camp, the march, the picket line, or the battle.

Appoint two boys to go to the cemetery a day or two before the 30th of May and put a flag on every old soldier's grave they can find. If some war veteran is living near, he might go with the boys, otherwise some other person in the community might give this aid.

Have the children bring flowers to the school house where bouquets may be made. At a set time form in procession

for the cemetery. There should be a flag-bearer in front, then the children who carry flowers, after that your old soldier friends. If you have invited, as you should do, the people of the community to meet and march with you, you will have a fine procession.

Find a fit place in the cemetery where the exercises may be held, perhaps about the grave of an old soldier. Some one who is on speaking terms with the Father of us all should be with you to offer prayer. After your exercises pass in procession from grave to grave placing bouquets of flowers on every one. It would be pretty to have a recitation at every grave. In all this you should not forget those young heroes of the far-away, unknown graves. Place upon some selected spot some of your brightest floral offerings in honor of the unknown dead.

Every lively and interested teacher can make a Memorial Day program especially adapted to the community and conditions under which he or she is placed. The principal thing is to do that which will honor our heroic dead and impress the minds and hearts of the young—to lead them to love their country and come to be loyal, patriotic citizens.

* * *

DECORATION OF THE SCHOOL ROOM

Maud Barnett Kronshage, in an article in the 1909 Wisconsin Memorial Day Manual, from which the following excerpts are taken, has contributed some excellent ideas for school room decoration.

Memorial Day is a day of solemnity, a day of moral and social uplift. During its observance there should be nothing about the school room lending an air of celebration, neither should there be anything depressing or funereal. Remove for the time all objects such as pictures, paper decorations, and drawings not in harmony with the idea for which the observance of the day stands. Dignity in decoration cannot be attained when there are too many objects about.

The flag; the shield; red, white and blue bunting; green leaves and branches; flowers; palms, both dry and green; pictures of men and scenes famous in the three wars—Revolutionary, Civil and Spanish-American—are materials appropriate for decoration. All flags and red, white and blue bunting should be covered with black gauze; this will tend to suppress the vivid colors of the flag and thus prevent a jar with the color scheme of the room.

The following plans for decoration may prove helpful:

1. Have children weave long, flat garland of broad leaves, pinning the leaves together by their stems. Festoon this flat against the wall, next the ceiling, catching it up at intervals of three freet or more, according to size of room, allowing lowest part of each curve formed to drop two or three feet from ceiling.

2. Drape red, white and blue bunting, covered with black gauze, around room next to ceiling, same as in No. 1. Hang flat wreaths from each point where bunting is caught up.

3. Use single shield on front wall, grouping pictures about it. Shield may be purchased or made by one of older pupils.

4. A single flag covered with black gauze may be draped across the front wall. If flag is small, pictures may be used with it. Palms or green branches massed on floor beneath flag or in corners will complete decoration.

5. Throw flag over teacher's table, placing on it bunch of flowers in plain vase or jar. A flat wreath will look well placed on table.

6. Let each child provide himself with small flag, or small wreath of green; a wreath or flag on each desk will produce a very pleasing effect.

It will be well to bear in mind that interest in a decorative scheme must be concentrated, not diffused. Do not overdecorate.

Flowers are the tenderest and most beautiful tributes which may be offered the soldier dead. Select them with care. Choose lavenders, whites, creams, and suppressed blues, avoiding bright reds and pinks. A little of anything may be most beautiful while too much may become unbearable. Do not fasten flowers on the walls nor decorate fixtures with them. Give them reasonable bases by placing them in jars and vases, on tables or shelves or the platform. Use large masses of flowers for decorative effects.

Pictures which are simply framed may be used. Hang pictures as nearly flat as possible and bestow thought and care upon their arrangement. The pictures named in the following list are appropriate for use on Memorial Day, though not confined to any historical period; Abraham Lincoln—St. Gaudens; Grant, Sherman and Sheridan—Anderson; Hudson Entering New York Bay—Moran; Washington's Farewell to the Army—Gow; The Bugler—Hunt; The Minute Man—French; The Spirit of '76—Willard; Capitol, Washington; Capitol, Sacramento; Sherman's March to the Sea—Darley; Battle of Bunker Hill—Trumbull; Signing Declaration of Independence—Leutze; Surrender of Cornwallis at Yorktown;

Battle of Lexington—Bicknell; Independence Hall, Philadelphia.

* * *

THE PROGRAM

In districts where it is possible to do so, a portion of the afternoon set apart for Memorial Day services should be taken up by a regular program in the schoolroom; the remainder of the afternoon should be devoted to outdoor exercises, either in the cemetery or in the schoolyard.

* * *

OUTDOOR EXERCISES

Pupils and teacher should assemble in the local cemetery after the indoor exercises, each child bearing a bouquet of flowers. All flowers used in decorating the schoolroom should be carried to the burial plot for use in decorating the graves. As the teacher or a member of the local G. A. R. Post calls the name of the soldier dead of the district, certain pupils should step forward and lay their flowers upon the grave, at the same time repeating an appropriate stanza. After all graves have been decorated, there should be deposited in a certain marked space a little to one side, flowers for the unknown dead.

O, Wind, if thou should find a grave,
By every human love forgot,
Where sleeps some lonely soldier brave,
Sigh softly o'er the spot,
Rustle the wild long grasses there,
And through thy chambers vast awake
The echoes of his parting prayer,
Who died for freedom's sake.

Take roses in both hands and strew
The graves of those to honor unknown;
But, oh! one tender thought is due
To him who died alone.
Alone with none but God to see
The young brave soul his bondage break;
And yet he fought for liberty,
And died for freedom's sake.

* * *

INDOOR EXERCISES

The following program of selections is merely suggestive material for the teacher to use as she may see fit in preparing the formal indoor exercises.

Song, by the School.....“America”
Salute to the Flag.....School

“I pledge allegiance to my flag and to the Republic for which it stands. One Nation, indivisible, with liberty and justice for all.”

A New Memorial Day

By the sob of the southern rivers.
  By the sigh of the northern hills,
To the tender tune of the soft tattoo,
  While the muffled drum-beat thrills
The heart of a common nation
  With a common sorrow today,
Let roses fall, for one and all,
  On the graves of the blue and gray!

Clasp hands forever and ever—
  There are no sections now,
They are one and one in the new faith won
  From the faith of a patriot vow,
The wounds that were wide and bitter
  Are healed by the touch today
Of the tender fingers of love that press
  Rose-wreaths for the blue and gray!

They are calling the veteran legions
  Who march from fields of the past!
They are calling the brave young heroes
  Who are one with the old ones at last;
And the flag they are marching under
  Is my flag and your flag today—
The stripes and the stars of old glory,
  The flag of the blue and the gray!

Bend down with your blossoms, ye living!
  Sleep on in your silence, ye dead!
The bugles are mute, the drums muffled,
  The columns swing slow in their tread;
But the north and the south march together,
  They are under one banner today,
And they pluck the white rose of remembrance
  Alike for the blue and the gray!

For the graves that are green with the verdure
  Of the years that have healed with their song
The sting and the stain and the anger,
  The passion, the pride, and the wrong;
For the graves with the fresh turf upon them,
  Those young graves that call us today,
With the rose-wreaths of common affection
  Made one for the blue and the gray.

The Bivouac of the Dead

The muffled drum's sad roll has beat
  The soldier's last tattoo;
No more on life's parade shall meet
  The brave and daring few.

On Fame's eternal camping ground
  Their silent tents are spread,
And Glory guards with solemn round
  The bivouac of the dead.

No answer of the foe's advance
  Now swells upon the wind,
No troubled thought at midnight haunts
  Of loved ones left behind;
No vision of the morrow's strife
  The warrior's dream alarms;
No braying horn or screaming fife
  At dawn shall call to arms.

Their shivered swords are red with rust;
  Their plumed heads are bowed;
Their haughty banner, trailed in dust,
  Is now their martial shroud.
The neighing steed, the flashing blade,
  The trumpet's stirring blast,
The charge, the dreadful cannonade,
  The din and shout, are past.

Like the dread northern hurricane
  That sweeps the broad plateau,
Flushed with the triumph yet to gain,
  Came down the serried foe.
Our heroes felt the shock, and leapt
  To meet them on the plain;
And long the pitying sky hath wept
  Above our gallant slain.

Sons of our consecrated ground,
  Ye must not slumber there,
Where stranger steps and tongues resound
  Along the sleepless air.
Your own proud land's heroic soil
  Shall be your fitter grave;
She claims from war his richest spoil—
  The ashes of her brave.

So 'neath their parent turf they rest,
  Far from the gory field;
Borne to a Spartan mother's breast,
  On many a bloody shield.
The sunshine of their native sky
  Smiles sadly on them here,
And kindred hearts and eyes watch by
  The heroes' sepulchre.

Rest on, embalmed and sainted dead!
  Dear as the blood you gave;
No impious footsteps here shall tread
  The herbage of your grave.
Nor shall your glory be forgot
  While Fame her record keeps,
Or Honor points the hallowed spot
  Where Valor proudly sleeps.

You marble minstrel's voiceless tone
  In deathless songs shall tell,
When many a vanquished age hath flown,
  The story how ye fell.
Nor wreck, nor change, nor winter's blight.
  Nor time's remorseless doom,
Shall dim one ray of holy light
  That gilds your glorious tomb.

Grant's Farewell to His Armies

Soldiers of the Armies of the United States—By your patriotic devotion to your country in the hour of danger and alarm, your magnificent fighting, bravery, and endurance, you have maintained the supremacy of the Union and the constitution, overthrown all armed opposition to the enforcement of the laws and of the proclamations forever abolishing slavery—the cause and pretext of the rebellion—and opened the way to the rightful authorities to restore order and inaugurate peace on a permanent and enduring basis on every foot of American soil. Your marches, sieges, and battles, in distance, duration, resolution, and brilliancy of results, dim the lustre of the world's past military achievements, and will be the patriot's precedent in defense of liberty and right in all time to come.

In obedience to your country's call you left your homes and families and volunteered in its defense. Victory has crowned your valor, and secured the purpose of your patriotic hearts; and with the gratitude of your countrymen and the highest honors a great and free nation can accord, you will soon be permitted to return to your homes and families, conscious of having discharged the highest duty of American citizens. To achieve these glorious triumphs and to secure to yourselves, your fellow countrymen, and posterity the blessings of free institutions, tens of thousand of your gallant comrades have fallen and sealed the priceless legacy with their lives. The graves of these a grateful nation bedews with tears, honors their memories, and will ever cherish and support their stricken families.

What Can Little Children Do?

By Laura F. Armitage

First child.—

What can the little children do,
When Decoration Day is here,
To show their love for soldiers brave
Who, fighting for their country, gave
The life that was to them so dear?

Second child.—

We'll bring the lovely flowers of spring
That in the fields and gardens grow,
And on the soldiers' graves today
Our garlands we will gladly lay,
Our loving thoughts of them to show.

Third child.—

We'll raise aloft the "stars and stripes"
On this Memorial Day, to show
We honor those who for it bled.
Some now are living, many dead,
For this was many years ago.

Fourth child.—

We'll sing our patriotic songs;
We'll truly sing with heart and voice,
And to our country we'll be true,
And honor our "red, white, and blue,"
And in our freedom we'll rejoice.

Near the Heavenly Camp-Ground

Recitation: (A boy dressed in the costume of an old soldier enters and recites.)

Fewer the comrades year by year,
  Fainter the camp fires glow,
Farther away sounds the old war cry,
  And the groans of the conquered foe.

Ah! We soldiers are old and weary,
  Our ranks are growing thin.
Few from that grand old army are left
  To fight in life's battle and din.

The heavenly camp ground we are near!
  Thousands who fought are there.
I seem to hear their old war songs,
  As aloft the standard they bear.

And the soft May breeze is singing, sighing,
  Through God's green tents today;
Waving, bowing, swaying, bending,
  O'er graves of the blue and the gray.

Foes we were in the years long past,
  Now friends in Union true;
And the tie that binds our loyal love
  Is the red, the white, and blue.

For My Country

(A Tiny Tot)

I ought to love my country,
  The land in which I live;
Yes, I am very sure my heart
  Its truest love should give.

For, if I love my country,
  I'll try to be a man
My country may be proud of;
  And if I try I can.

She wants men brave and noble,
  She needs men brave and kind,
My country needs that I should be,
  The best man she can find.

The Drummer Boy

(Small Boy with Drum)

I'm a little drummer boy,
  Very small, 'tis true,
But I love the bonnie flag,
  And my country too.
If my country calls me
  I come with my rat-tat-too,
Tho' I'm a little drummer boy,
  My very best I'll do.

I'm a little drummer boy,
  I never went to war,
But I could play my little drum,
  Tho' I never did before!
Now if the war was very long
  I'd want my mother's kiss!
When evening came on the battle field.

Reading—Heroism

We build monuments and sing praises to the heroism of battle, the wild charge, the forlorn hope, the still white face upturned to the pitiless stars. This is the heroism we never forget, for its stirs the heart like the call of the trumpet.

But there is another heroism of the quiet, unnoted life, lived out in honor and duty and self-respect. He is a true patriot who in the piping times of peace knows how to respect himself, his neighbor, and his God; who does each day an honest day's work, and lays him down each night to honest dreams; who adds his little mite to the nation's wealth of brain or power or goods; who holds a steadfast trust in the things that are worth while; who proves his Americanism, not by his much shouting, but by the clear, square democracy of his daily life; who sees his present humble duty and, seeing, does it.

America needs men who are willing to die for her; even more she needs the unknown millions who know enough, care enough, and dare enough to live for her.

Song—The Banner of the Union

(Air:—"Marching Through Georgia")

Bring the good old banner, boys, the flag our fathers bore,
Let it float across the land and shimmer on the shore
Liberty is marching on to many conquests more,
Bearing the banner of the Union.

Chorus

Hurrah! hurrah! we'll bring the jubilee;
Hurrah! hurrah! the flag that makes us free;
So we'll sing the chorus of truth and liberty,
Bearing the banner of the Union.

How the nation thundered when that flag was menaced long,
How the boys enlisted and the girls grew bold and strong
How the hosts of victory triumphant swept along,
Bearing the banner of the Union.

Rally 'round the colors, boys, and keep them at the fore,
Take your stand for liberty and fight for battles o'er,
True to home and freedom, ever loyal to the core,
Bearing the banner of the Union.

Our Naval Heroes

(In schools located near the sea-shore a pretty service may be held upon the beach or some over-hanging bluff, and flowers and wreaths be scattered upon the waves in memory of those who died in the naval battles of the Civil War.)

O May, so prodigal in memories!
Hast thou forgot the battles on the seas?
Hast thou forgot the seamen that went down
Without a fear to blanch the cheek of brown?
No violet or primrose ever rests
Its fluted leaves upon these warrior-breasts,
No friendly hand has decked their ocean grave,
Nor sorrow's tribute reached them through the wave.
Not for their age alone the brave old ships
Set thundering trumpets to their iron lips!
They poured that awful eloquence of fire
To right the wrong and lift the right still higher.
The ocean or the shipyard claims the wrecks,
And shadowy crews invest the rotting decks.
A ghostly canvas flutters to the breeze,
Hast thou no garlands, May, for such as these?
Bring thy deep urn filled with a nation's tears;
Sing thy sweet psalm sprung from our happier years;
And where a warship moulders on our shore,
Worn like a grandsire whose long work is o'er,
Yet on whose rough cheek baby-fingers stray,
Give the grim past the blossoms of today!

Nature's Tokens

(For eight pupils, each carrying the flowers of which he speaks)

All repeat—

We go today with solemn tread,
In May-time's fairest hours,
To deck each brave, true soldier's grave
With purest, sweetest flowers.

First pupil—

I carry deep blue violets;
Of faithfulness these speak.
For faithful soldiers, true and brave,
I'll take these flowers meek.

Second pupil—

I've a bunch of fresh elm leaves;
Of patriots these tell,
Who marched, fought, suffered, won,
'Midst furious shot and shell.

Third pupil—

I bring these lilies sweet and pure;
  O ring, each fragrant bell!
Ring of deeds so brave, so great,
  Of our Grand Army tell.

Fourth pupil—

Syringa flowers I bring today;
  'Tis memories' reverent flower.
From year to year we'll keep alive,
  Memorial Day's fair hour.

Fifth pupil—

And sweetest roses, bending low,
  Shall deck the soldier's bed;
For these bring love from our young hearts,
  Love for our honored dead.

Sixth pupil—

And these oak leaves, for bravery,
  I'll place upon a mound;
They tell of brave and loyal deeds
  On our country's battle ground.

Seventh pupil—

And the laurel wreath lay tenderly—
  Its glory shall never fade,
But ever more shall brightly tell,
  Where our brave heroes all are laid.

For Me and You

Four hundred thousand men—
  The brave—the good—the true,
In tangled wood, in mountain-glen,
On battle plain, in prison pen,
  Lie dead for me and you!
Four hundred thousand of the brave
Have made our ransomed soil their grave
  For me and you!
  Good friends for me and you!

A debt we ne'er can pay,
  To them is justly due,
And to the nation's latest day,
Our children's children still shall say,
  "They died for me and you!"
Four hundred thousand of the brave,
Made this, our ransomed soil, their grave,
  For me and you!
  Good friends, for me and you!

A Tribute and a Pledge

A pupil rises and says: "The man that wears the bronze button is the man I honor. Let us pay a tribute to him now."

All pupils rise and recite in concert:

Here's to the man who dared for us
  To do things great and brave,
Who left his home and all most dear
  His country's name to save.

Boys recite following stanza:

God grant that in the coming years
  When we to manhood grow,
We'll give our land true service,
  Our hearts with love aglow.

So here we pledge our hearts, our hands,
  Our minds, and all we are
To our fatherland, forevermore,
  In time of peace or war.

* * *

Address—By some G. A. R. veteran, the teacher, a public officer or other invited guest.

* * *

Blossoms, O Flowers

This exercise may be given by three little girls carrying their aprons filled with flowers. At the close of each stanza, each child may lay them at the foot of a banner bearing the words, "To the Memory of Our Fallen Heroes."

First pupil—

Blossoms, O flowers in riotous splendor!
  Open, O lingering buds to the light!
We have gathered you all fresh, fragrant and tender,
  And weave you in garlands sweet, dewy, and bright.

Second pupil—

Over the graves where our heroes are sleeping,
  We lay all your beauty and innocent bloom,
That they o'er whose dust a nation is weeping,
  May know that we love them, though low in the tomb.

Third pupil—

Oh, for the tones that are silent forever,
  Oh, for the hearts that were true to the right,
Oh, for the arms that knew weariness never,
  But fought all the day till death's swift-falling night.

All—

Nothing but freedom is worth such devotion,
  Only the land which our forefathers gave,
Redeemed and unbroken from ocean to ocean,
  Is worth half the cost of one soldier's low grave.

* * *

Song—"The Star Spangled Banner."

Quotations

(The following verses may be used in either indoor or outdoor exercises, or to decorate the boards.)

The man who wears the shoulder straps
  Deserves the people's praise—
I honor and applaud him for
  The noble part he plays;
But back there in the ranks somewhere,
  Stout-hearted, is he,
Prepared to do and nerved to dare—
  The soldier boy for me!

Rest on, embalmed and sainted dead!
  Dear as the blood ye gave;
No impious footsteps here shall tread
  The herbage of your grave;
Nor shall your glory be forgot
  While Fame her record keeps,
Or honor points the hallowed spot
  Where valor proudly sleeps.

Rest, comrades, rest and sleep!
  The thoughts of men should be
As sentinels to keep
  Your rest from danger free.

Your silent tents of green
  We deck with fragrant flowers;
Yours has the suffering been,
  The memory shall be ours.

I, with uncovered head,
Salute the sacred dead,
Who went and who returned not.

A debt we ne'er can repay,
  To them is justly due.
And to the nation's latest day
Our children's children still shall say,
  "They died for me and you!"
Four hundred thousand of the brave
Made this, our ransomed soil, their grave,
        For me and you!
  Good friend, for me and you!

Strew the fair garlands where slumber the dead,
  Ring out the strains like the swell of the sea;
Heart felt the tribute we lay on each bed;
  Sound o'er the brave the refrain of the sea.

Sleep, soldiers! still in honored rest,
  Your truth and valor wearing;
The bravest are the tenderest,
  The loving are the daring.

From the silence of sorrowful hours,
  The desolate mourners go,
Lovingly laden with flowers;

Alike for the friend and the foe:—
Under the sod and the dew,
Waiting the Judgment Day;
Under the roses the Blue;
Under the lilies the Gray.

Grave deep their memory on your hearts,
Keep ye their country free;
Live for the flag for which they died—
This is their legacy.

Peace to the brave who nobly fell
Beneath our flag, their hope and pride!
They fought like heroes long and well,
And then like heroes died.

Hallow ye each lonely grave,
Make their memory sure and blest;
For their lives they nobly gave,
And their spirits are at rest.

Ah! never shall the land forget
How gushed the life blood of her brave—
Gushed warm with hope and courage yet
Upon the soil they fought to save.

Bring ye blossoms of the May
For the brave beloved dead;
Tender memories rise today
O'er each fallen hero's bed.

Bring ye blossoms of the May
Strew each humble soldier's grave;
Liberty shall kneel today
Honoring the true and brave.

Sleep, comrades, sleep in calm repose,
Upon Columbia's breast;
For thee with love her bosom glows;
Rest, ye brave heroes, rest!

Cover them over—yes, cover them over
Parent and husband and brother and lover;
Think of those faraway heroes of ours,
And cover them over with beautiful flowers.

All the bright laurels that promised to bloom
Fell to the earth when they went to the tomb.
Give them the need they have won in the past;
Give them the honors their merits forecast;
Give them the chaplets they won in the strife;
Give them the laurels they lost with their life.

Additional Material

"The Drummer Boy of Vicksburg"; "Memorial Day" in Days and Deeds; "Laus Deo," John Greenleaf Whittier; "Decoration Day on the Place," James Whitcomb Riley; "Mustered Out," Longfellow; "The Hero of Fort Wagner," Alice Carey; "Union and Liberty," Oliver Wendell Holmes.

A GRAND ARMY MEMORIAL TREE

In districts where it is not practicable to adjourn to the burial place, it is suggested that there be planted a Grand Army Memorial Tree. Then the outdoor exercises may be held about this tree, and the flowers deposited at its base. It is strongly recommended that you plant a Grand Army Memorial Tree in your school yard.

IN CONCLUSION.

Do the best you can with the material here given, aided by your own ideas, to successfully commemorate Memorial Day. The author of this article will be glad to have you send him copies of your program and any information you may wish to give concerning your exercises, addressing him at Kern, California, or in care of the "Western Journal of Education." Such letters and information will be used in compiling statistics.

In conclusion, I believe the following from the pen of State Commissioner of Schools Ranger of Rhode Island sums up completely the thing to be achieved by Memorial Day celebration. He says:

"May the exercises of the day inspire in our children and youth a true realization of the goodly heritage they have received from their fathers. May they understand that the happiness of our homes, the advantages of our schools, the opportunities of shop and market, the benefits of our liberty-loving and law-abiding communities, are the fruition of the worthy life of the past; and that only by noble living in the present can such rich inheritance be transmitted to future generations. Let them regard the invisible structures reared by the fathers, and behold by spiritual vision the strength, beauty, and wisdom of the eternal principles of truth, law, order, justice, freedom, equality, fraternity, and righteousness, inwrought in the institutions of home, school, church, society, state, and union. And may each child, who shall have a part in the exercises of the day, be so wisely taught in our schools that he shall learn to bear a worthy part in service to neighbor, country, and God, and share abundantly in the benefits of an exalted American citizenship."

Memorial Day

Oh, draw aside the drapery of gloom,
  And let the sunshine chase the cloud away
And gild with brighter glory every tomb
  We decorate today:
And in the holy silence reigning round,
  While prayers of perfume bless the atmosphere
Where loyal souls of love and faith are found,
  Thank God that peace is here!

—James Whitcomb Riley

STUDIES IN AGRICULTURE

Wheat

In the study of wheat, we begin with the immediate environment. If there are no wheat fields in the vicinity we shall consider that California is our environment and proceed from that standpoint. None of us are entirely ignorant of this important cereal and all of us may study it with profit. The great Professor Haeckle made an extended study of the species of wheat and did not exhaust the subject.

"Corn is King" in the United States but wheat is "The King of Cereals" the wide world over. It is our greatest cereal and we may hope to improve it by careful and scientific breeding. It took the Minnesota Experiment Station fifteen years, and it cost the State $15,000 to produce Minnesota No. 163 wheat. It has increased the annual wheat crop at least 4,000,000 bushels.

At Berkeley, Professor Shaw is working out the type of wheat for California. He has wheat at the experiment stations that yield about sixty bushels per acre. The average yield per acre in California is about fourteen bushels. The higher yield at the different experiment stations is due to the better quality of seed and the superior methods of cultivation. The other conditions are parallel with the surrounding country.

We have an expert at our Agricultural College working to get better varieties of wheat for California, experimenting to test the best methods of cultivation. He has written valuable bulletins on the subject and these may be had for the asking. Let our teaching of agriculture help to connect the agricultural people and the Agricultural College, and furthermore let us have these bulletins in our schools and learn how to use them.

I usually begin the work by putting a few questions on some usused portion of the black board and then in a few days have a thorough discussion. Any information that the pupils can get from the environment should be required of them. Here are a few suggestive questions. The teacher may find others better suited to the purpose.

1. How many pounds of wheat should be planted to an acre?
2. What was the yield per acre last year?
3. What varieties are planted here?
4. What is the value of wheat per bu.? per cwt.?

5. Can we increase the yield per acre?
6. Why does a one crop system exhaust the soil?

After the local side of the question has been discussed, it is well to take up the study definitely and with a general plan. I give at the close of this paper an outline that I have used. It was published in a study for the "New England Journal of Education" of 1902.

For the study of its germination, a few small boxes of soil placed in a sunny window will answer very well. Plant in rows about one-half an inch deep and label putting the date down. From this date we can tell the number of days it takes the wheat to germinate and break the soil. This miracle of germination never fails to touch the deeper sources of life, to induce reverence and awe.

When the seeds have sprouted, the monitor takes them up, washes the soil away carefully and places on each desk two or three samples. It is well to have as many specimens as possible. After the pupils have observed the points, a few minutes may be devoted to making a sketch of the sprouted seed. The sketch is a good one if the root system is truly indicated and the one leaf character of the new plant shown. The wheat is a grass and a monocotyledon of course.

After the rough sketch has been made, the pupils chew the seeds to see if any further changes have taken place. A few will discover that the seed tastes sweetish. Another process in the labratory of nature is here indicated and this is the story.

When the wheat plant was growing the green leaves aided by heat, light and moisture manufactured starch from the carbonic acid in the air. A part of this starch was stored up in each seed around the little plant. When the plant started to grow the starch was changed to sugar. A plant eats by absorption and its food must be in soluble form. Sugar wil dissolve in water, starch will not. We eat starch but it is changed to sugar before it is absorbed. Now the bigger, plumper seeds have more food stored up around them and that is one reason why it is better to take the finest wheat for the seed.

It is well to have one large box of carefully selected soil, the best loam that the neighborhood affords. Put holes in the bottom to insure drainage and plant in this box the best seed that can be procured. The wheat in this box is left to grow through all its rounds of life. These stages may be recorded on a sheet of paper pasted on the side of the box. They will consist of the date of planting, time of coming up, forma-

tion of heads, blossoming, setting of the grains, time they are in dough, and ripening. The pupils might be encouraged to keep this data in their note books. There will be some variation in these records for several of the stages are not sharply defined, but the important part of it is the careful observation called forth.

We now take up wheat as an important cereal crop in California. The annual crop is about 12,000,000 bushels. Each year about 12,000,000 bushels are ruined by the smut, and this smut may be practicaly eliminated if the seed is properly treated with formaldehyde or blue stone. In Frank Norris' great wheat story "The Octopus" the seed wheat is treated with blue stone. This is the method in general use in California. We can now take up the study of wheat as a national crop. By means of outline maps the wheat producing states may be indicated and listed in the order of amount produced. United States is the greatest wheat producing country in the world. Russia has the greatest acreage but her yield is less. In United States the average yield per acre is 14 bushels, in Russia 9 bushels and in Germany 28 bushels. These figures tell the story of the standard of agriculture that obtain in the three countries.

The history of wheat goes back to prehistoric times. Who can say when or where the first wheat was cultivated as food for man or tell what the first plants were like. The scriptures abound in references to the growing of wheat and its use as food. "Cast thy bread upon the waters," is a type of Oriental imagery that often calls forth the wrong image. The bread was the husbandman's store of wheat and he cast it out on the flooded plains of the Nile Valley trusting that it would return in the harvest many times increased.

I have not outlined plans for competitive work in wheat breeding because I feel that this preliminary work should come first. In due time we shall study our "King of Cereals" with science and enthusiasm as they study corn in the Middle West.

Wheat

I. Soil and Climate
   1. Temperature (wide range).
   2. Rainfall (minimum 10 inches).
   3. Soil.
   1. Preparation of Ground.

II. Cultivation
  2. Seed.
    a. Selection.
    b. Testing.
    c. Treatment of Smuts.
    d. Pounds of Seed to an Acre.

III. Harvesting
  1. Modern Machinery.
  2. Ancient Methods.
  3. Yield per Acre.

IV. National Crop.
  1. Wheat producing States.

V. World Crop.
  2. Wheat producing Countries.

VI. History of Wheat.

—Louisa McDermott,
2320 Bancroft Way, Berkeley, Cal.

* * *

CALIFORNIA POLYTECHNIC SCHOOL

LeRoy Burns Smith

California Polytechnic School this spring closes its sixth year of work. Established at San Luis Obispo by act of the State Legislature in 1901, instruction was first given in the fall of 1903 to the twenty pioneer students who entered upon the three-year courses offered by the school. Next month, thirty boys and girls will be graduated upon the completion of courses of study and training in Agriculture, Mechanics, and Household Arts, the three main lines of instruction given by the institution since its opening days. The three-year course, however, is almost a matter of history, for it is now fully expected that the entering class of 1910 will launch out upon the four-year course. In the language of the act of 1901, the purpose of the school is to "furnish young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy, and such other branches as will fit the students for the non-professional walks of life." The school is planned after the type of the agricultural and mechanical colleges founded under the Morrill Land Grant

Act of 1862, but is, however, an institution of purely secondary grade.

Polytechnic School believes that its field of usefulness lies in imparting instruction of the kind which will better fit the boys and girls under its care to meet the requirements

SCHOOL FARM AND BUILDINGS

of actual, every day life. The materials with which it deals in the class rooms, the shops, the laboratories, and the fields are the materials that are nearest to us and to the work of to-day. On the school farm are horses, cattle, pigs, chickens —best types of standard breeds. In the barns, shops, and laboratories are plows, churns, incubators, carpenters' benches and tools, anvils and lathes, steam engines and dynamos, and chemical apparatus for analysis of the soil. In the Household Arts Building are sewing machines and the pans and pots and kettles of the kitchen. These things do not occupy all of the time of the students, but they do enter largely into his or her daily work. In general, it may be said that the morning hours are spent in the class rooms and the afternoon hours in the field, the shop, and the laboratory. The morning hours are occupied with English, mathematics, history, and the theory of the arts which are practiced by the hand in the afternoon hours.

The course in Agriculture is planned to meet the needs of the actual farmer rather than the teacher or experimenter. Among purely agricultural subjects taught are plant propaga-

tion, soils and fertilizers, horticulture, dairying, animal husbandry, together with carpentry and forge work. As this article is being written, a class of first year boys are engaged in a small field near the school building in the work of experiments to determine the moisture and temperature of soils under different kinds of cultivation and under the use of various mulches. Part of the class is giving special attention to the effect of different kinds of commercial fertilizers used in a series of plats. The class in horticulture has this spring set out an orchard of a hundred fruit trees, including apple, pear, peach, plum, and citrus fruits. The care of this orchard will devolve upon the students in the agricultural department under the direction of the instructor in horticulture. In the splendid creamery building provided by the Legislature of 1907, the classes in dairying are now engaged in butter and cheese making, together with dairy laboratory work, including the use of the Babcock test, the test for moisture in butter, and bacteriological work. Cuts found on these pages illustrate a group of boys at work in the creamery, and another group

ON THE STOCK FARM.

is a stock judging class, where they may be seen under the guidance of the instructor in animal husbandry scoring a pair of prize Clydesdale fillies owned by the school. A visitor to the poultry department at this season finds several incubators operated by students of poultry husbandry. The purpose of the work in all departments is to give the student, as

far as possible, practice in the actual work of the branch of agriculture he may be pursuing.

The object of the course in Mechanics is to give to boys of secondary school age a course that will continue the study of the common academic branches and give the most com-

LOOKING TOWARD SAN LUIS OBISPO.

plete practical training along mechanical lines that the time allows. The course includes thorough training in physics and chemistry, carpentry, forge work, hydraulics and surveying. The graduate is not a "mechanical engineer," but he can do well common carpentry work and he has had the theory and actual practice in forge and machine shop work, the care of boilers, the handling of engines, and the operation of electric generators and motors. The course does not offer the young man the shortest road to become self-supporting, but it does fit him to take advantage of opportunities for self-advancement that would otherwise be closed to him.

Instruction offered to girls in the Household Arts department includes English, mathematics, free hand drawing, physiology, elementary chemistry, cooking, home management, dairying, laundering, sewing, dressmaking, and millinery. The course in sewing is begun in the first year, the elementary work consisting of thorough training in fine hand work, after which the use and care of a machine is taught. Patterns for undergarments are drafted and the garments are cut and made. Training in a tailor system enables each student to draft patterns, to cut, fit, and make garments for herself. In the course in millinery the girls are taught to renovate old hats and materials, wire, braid, face and line hats,

and also to make and cover both wire and buckram frames. It is not the purpose of the department to train professional dressmakers and milliners, but to give the training that will be useful to any woman, no matter what her future may be. Theory and practice of cooking is begun in the second year of the course, at which time the study of the composition, production, manufacture, and preparation of foods is made. This is done by means of lectures, reference reading, and a study of the Government bulletins bearing upon such topics. In the laboratory a course in plain cooking is given, including vegetables, fruits, eggs, meats, breads, salads, and beverages. In the last year of the course the canning and preserving of fruits and vegetables, advanced and fancy cooking, and cookery for the sick are taken up. Dietaries for children and families are worked out, and each girl prepares and serves a lunch or dinner to invited guests. In the last year of the course instruction is also given in house construction and sanitation, marketing, care of food in the home, household accounts, home nursing, and laundering.

THE CREAMERY.

Since being housed in 1907 in the new building, the Household Arts department is probably as complete in its equipment as any of its kind on the Pacific coast. The accompanying illustration shows the large and splendidly equipped kitchen laboratory. Adjoining this kitchen are a store pantry, a butler's pantry, dining room well arranged for serving meals,

instructor's office, and class rooms. The equipment of the kitchen includes a bread mixer, a fireless cooker, and other modern conveniences of the type which can, at very moderate cost, be provided in any home.

The shop work of the institution is carried on in three

KITCHEN LABORATORY.

separate buildings, each forty by one hundred feet, devoted respectively to carpentry, forge work, and machine work. An accompanying illustration shows a class of first year boys at work in the forge shop. Electric power for the shops is supplied from a central plant operated by students under the direction of the instructor in steam and electrical machinery. The power plant is well equipped with steam and gas engines, generators, motors, and such testing apparatus as is used in actual commercial power and lighting plants. In the department of Agriculture a modern dairy barn houses a herd of pure-bred Jerseys and Shorthorns. There has also just been completed for this department a thoroughly modern creamery building, in which the processes of butter and cheese making are carried on according to the most modern scientific methods. In the coming summer this department alone will receive additional equipment, including a refrigerating plant, churns, pasteurizers, etc., to the value of $4,000. Large greenhouses, a lath house, and a plant propagation laboratory are included in the equipment at the disposal of the class in botany and plant propagation. Measures passed by the Legislature of

1909 and already approved by the Governor guarantee the sum of $54,300 for additional building and equipment, a considerable part of which will be ready for use at the opening of the next school year. The principal improvements contemplated are a commodious dining hall for students, an enlarged power and lighting plant, an additional barn, a modern sewer system, an increased water supply and irrigation system, and additional equipment for the various shops and laboratories.

Contemplated extensions in the work include short courses offering practical instruction in various branches of agricultural pursuits. For instance, a course covering two or three months' instruction in animal husbandry and creamery operation will be offered in the winter of 1909-10. This course will be open to any person who desires competent instruction and practical training along the lines of animal and dairy industry. The department of poultry husbandry, now being considerably enlarged by means of a special appropriation of $2,500, will also offer short courses in poultry culture, these courses to be open to any who desire to take advantage of

FORGE ROOM.

the opportunity for practical training in this branch of rural industry. The short courses will in no way interfere with the regular instruction given to students in the long courses. The extension of the regular course from three years to four may or may not meet university entrance requirements in full. Be that as it may, the fact remains that a goodly number

of students past and present have gained their inspiration for college training in their chosen field and have either entered college or are definitely preparing to do so. The constant aim of the management of the school has been to bring the school close to the needs of every day rural life. The more perfectly the school can train its students to make the rural home and its surroundings comfortable and attractive, the more completely will the ideal of its management be realized.

* * *

CONCERNING HIGH SCHOOL TEXT BOOKS

Sacramento, Cal., April 26, 1909.

I take this means of notifying superintendents, principals, teachers and trustees of high schools in California that the Thompson High School Bill has now become a law. The full text of its provisions will not be available until the school law can be reprinted in July, but a digest will appear in the May number of the Official School Journal. In the mean time, it may be of interest to give the interpretation we place upon section 1750, concerning the adoption of high school text books, as follows:

The effect of this section is that on or before October 1st next, the clerk of each high school board of trustees shall certify to his county superintendent of schools a list of all text books then in use by his high school. After such action, no change shall be made in any book used in the high school except by a regular adoption and by a contract between the trustees and the publishers for a period of at least four years; and such change must be at once certified to the county superintendent, to be added to the list. In this way additional books may be placed on it in lieu of old ones taken off.

The intention of this law is evidently to give high school boards great freedom in choosing books; but to make the books when chosen a matter of formal record, so as to prevent irregular and unauthorized changes. The point of general interest is that no action is necessary until October 1st, and that the list now in use may be continued indefinitely without action further than for the clerk to certify it to the county superintendent.

Very respectfully yours,

EDWARD HYATT,

Superintendent of Public Instruction.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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EDITORIAL NOTES

By HARR WAGNER

The State Normal School of San Diego, Cal., will hold a summer session from June 28th to August 6th. This will give the teachers of the interior valleys of the state a splendid opportunity to spend a profitable vacation at beautiful San Diego, enjoy the lectures, the climate, the sea views, and the marine attractions.

* * *

Have you arranged for a trip to Denver to visit the N. E. A.? The Denver meeting will be a notable one. California should send a large delegation with plenty of enthusiasm in order to secure the 1910 meeting for San Francisco.

* * *

The State Board of Education has appointed Lawrence E. Chenoweth on the Advisory Board of Editors of the Official Journal, vice E. C. Moore resigned. Mr. Chenoweth is supervising principal of the Kern City Schools, president of the San Jose Normal School Alumni, and a writer of forcible English. He will be an excellent addition to the editorial staff. The program for Memorial Day is an example of his excellent work.

Superintendent Hugh J. Baldwin of San Diego County is to be congratulated in having his recommendations to section 1565 become part of the organic law of the state. At the Tahoe Biennial meeting he advocated that instruction in physical culture, the injurious effects of the use of tobacco, and morals and manners be required in every school in the state.

His recommendations were voted down, but he took the initiative with members of the legislature and the amendments to section 1565 are now a part of the school law of the state.

* * *

President Benjamin Ide Wheeler has added a number of men of great ability to the faculty of the University of California. The latest is Dr. D. P. Barrows, Director of Education in the Philippines. Dr. Barrows is a man of fine mind, great personal integrity and has the scholar's mental atitude with a large experience in executive work.

* * *

The Sierra Educational News, the subsidized organ of the Directors of the California Teachers' Association, has published the April number. It has a beautiful brown cover, and contains the papers of the California Teachers' Association of Manual Arts. Katherine Ball deserves credit for the general art form of the April number.

* * *

The Merger

The presidents of the various teachers' associations of California are engaged in a scheme for the affiliation of all the associations for the purpose of creating a trust in human thought and restricting the competition in individual expression. It is proposed in the merger to have an alliance so compact and powerful that the Harriman of the State Teachers' Association can boss every educational movement in California. The leaders of the association will then become the captains of educational industry. We are personally and editorially opposed, not to anything that is for the betterment of the schools, but to a close corporation for professional purposes.

Superintendent Barr, President E. Morris Cox and others will have to show that the effete system of Czar-like leadership is preferable to the sponetaneous leadership that has its initiative on account of a righteous cause, or a desirable

policy. It is all right to have a board of directors, and a few men who have ability as advisors to do the thinking where the masses are ignorant and incapable of taking the initiative. The California teachers, however, are supposed to have some intelligence and simple methods of organization are much preferable to the complex representation proposed. The City of San Francisco has a council of education in which members take the pledge of secrecy. It has done some effective work from the standpoint of increase of salaries and legislation.

At the same time, the ideal organization of a professional character always will be where every man is a leader, and where the proceedings are conducted with publicity. The organization for power, when the use of power is not well defined and definite, is wrong.

If there should be some crisis in educational affairs, a problem which would be vital, then we can understand how it would be necessary to organize all the educational powers of the state in one grand movement for the creating of public sentiment on the side of the right. We do not understand, however, that the election or appointment of superintendents, the reorganization of a State Board of Education, the adoption of text books or the publication of an official organ, or the affiliation of various organizations are of such vital importance as to demand very much of the time and attention of a meeting. The captains of industry in commerce or education do not appeal to us as much as the Lincolns, the Emersons, the Lowells, the Edisons, and the prophets of old.

The plan to get all the small thought reservoirs connected with the main thought reservoir, and distribute the "thinklets" by a lead pipe cinch to the public should not be approved. Organization for the promotion of a principle is all right, but to organize for the purposes of promoting a proposition not yet formulated is bad.

Let us have the Merger. No. What's the use?

* * *

The Delusion of Militarism.

There has never been in the written history so many peace societies. so much good will talk, and yet we are under a sky black with the thunder clouds of war.

Buelow, Bannerman, Asquith, Roosevelt and Taft talk peace, but advocate preparations for war. Guns are asked for not to kill men with, but to preserve peace. Nations are financially crushed to maintain militarism. Such are the sen-

timents of D. Jefferson, and in vigorous language he characterizes the present policy of governments as follows:

"Militarism has foisted upon the world a policy which handicaps the work of the church, cripples the hand of philanthrophy, blocks the wheels of constructive legislation, cuts the nerve of reform, blinds statesmen to dangers which are imminent and portentous, such as poverty and all the horde of evils which come from insufficient nutrition, and fixes the eyes upon perils which are fanciful and far away. It multiplies the seeds of discord, debilitates the mind by filling it with vain imaginations, corrodes the heart by feelings of suspicion and ill-will. It is starving and stunting the lives of millions, and subjecting the very frame of society to astrain which it cannot indefinitely endure. A nation which buys guns at seventy thousand dollars each, when the slums of great cities are rotting, and millions of human beings struggle for bread, will, unless it repents, be overtaken soon or late by the same divine wrath which shattered Babylon to pieces, and hurled Rome from a throne which was supposed to be eternal.

"Will America devote herself to the work of winning these victories of peace? Will she spend half as much the next ten years in preparing for peace, as she has spent the last ten years in preparing for war? Experience has demonstrated that swollen navies multiply the points of friction, foster distrust, foment suspicion, fan the fires of hatred, become a defiance and a menance, and lie like a towering obstacle across the path of nations toilsomely struggling along the upward way. The old policy is wrong. The old leaders are discredited. The old program is obsolete. Those who wish for peace must prepare for it. Our supreme business is not the scaring of rivals, but the making of friends.

"Will America become a leader? At present we are an imitator. How humiliating to tag at the heels of Great Britain in the naval procession, haunted always by the fear that we may fall behind Germany! Why not choose a road on which it will be possible to be first? Why not head the procession of nations whose faces are toward the light? This is America's opportunity. Will she, by setting a daring example, arrest the growth of armaments throughout the world? The nation which does this is certain of an imperishable renown."

* * *

Leadership

Before the masses were educated, intelligent, leadership was necessary. Organization was necessary. Leadership

backed up by force of military strength was necessary. Leadership without force of arms was incompetent. The great leaders of the world, however, accomplished their work without organizations, without militarism, without the force of arms. Christ, the individual, and not Christ, the organized church, has been the power. Columbia University, Chicago University, California University, Stanford University, and other institutions have emphasized the fact of leadership to the students. The graduates are possessed with the idea of leadership. They, however, do not come in contact with men and women willing to be enslaved followers. The public schools have trained the masses, and there is only room for the trained expert, not for the general leader. The whole question of leadership therefore is not of training, but of the man who can make good.

* * *

Teachers' Agencies

The teachers' agency has a place in the educational field. The University of California has an appointment secretary. The state normal schools have some one to take charge of securing suitable locations for graduates. Why is it not professional, therefore, for a teacher and a school trustee to patronize a well conducted teachers' agency? The trouble is that the teachers' agency has been subjected to abuse. Because there are unscrupulous men in the business there is no reason why an intelligent, reliable agency should not be used by teachers when out of employment. The Teachers' Bureau should have expert knowledge. Its service should be of value to both teacher and trustee. This Journal has repeatedly refused the advertisements of agencies where the only object was to secure the registration fee. There are agencies and agencies, but teachers and trustees can depend on the reliability of the agencies advertised in this Journal.

* * *

A contract has been awarded for the State Normal School at San Jose to cost $283,000. This will be one of the finest buildings in the state when completed.

The well known firm of C. F. Weber & Company, dealers in school furniture and supplies, has moved into its new quarters, 365-367 Market street. Mr. Fricke, the manager, has built up a large business on this coast and pursued a liberal policy with his patrons. The "Journal" wishes the firm every success in its new and commodious quarters.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo., July; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

The high school bond issue of $480,000 and the common school issue of $240,000 voted by the Los Angeles City high and common school districts in January last are tied up in the courts on an injunction issued by Judge Bledsoe of the Superior Court. The parties to the suit attacked the election on numerous grounds, but the Court sustained only one objection, viz.: that the provisions of the constitution guaranteeing the secrecy of the ballot had not been observed sufficiently. Upon this issue the case is to be tried shortly. The school authorities contend that the election was by secret ballot and sufficiently secret, although not as secret as a general election. The plaintiff alleges that the election was not secret in any sense and is therefore void.

* * *

Superintendent J. W. McClymonds has been re-elected for the sixth term as Superintendent of Schools of Oakland. When Superintendent McClymonds closes this term he will have served twenty-four years. He was elected unanimously and given an increase in salary.

* * *

Forty photographs of the district school houses of Los Angeles County will be sent by the Los Angeles Chamber of Commerce as an exhibit to the Alaska-Yukon-Pacific Exposition. The pictures are very beautiful, the varied style of architecture employed in the buildings being especially pleasing to the eye, and at the same time showing the high position Los Angeles holds in educational lines.

* * *

The San Diego State Normal School celebrated its tenth anniversary on May 1st. Honorable M. L. Ward delivered the address. There was an interesting program rendered by the pupils of the school.

* * *

Superintendent G. P. Morgan of Tuolumne County held a very interesting session of his Institute April 29th to May 1st. The lecturers and instructors were: Edward Hyatt, State Superintendent of Public Instruction; Job Wood, Jr., Deputy State Superintendent of Public Instruction; Mrs. Mary R. Coalidge, Berkeley, Cal.; Professor Lee Emerson Bassett, Stanford University.

Dr. Ernest B. Hoag of Pasadena has been appointed one of the lecturers at the University of California.

* * *

The Shasta County High School will become a polytechnic school in September. The County Board of Education has adopted unanimously the reported plans of the Principal, Benjamin Macomber.

The new program covers seven courses. It covers the requirements set by the State University, a commercial course in domestic science for girls, a course in wood working to develop into carpentry and cabinet making, a course in drafting, a course for electrical workers and a course in assaying.

Each of the industrial courses in divided into two parts—a preliminary course covering the first two years and an apprentice course covering the third and fourth years. The preliminary courses are practically the same for all, so that a boy can choose at the beginning of the third year the special trade to which he wishes to give most of his attention.

The cost of the necessary equipment is estimated at $2,500. Half of this will be covered by money saved out of the current funds of this year and the balance will be largely met by saving a teacher next year. The new plan calls for seven teachers the first year instead of eight as at present.

The change in the plans of the High School meets with popular favor. It means that in the future boys, as well as girls, will be fitted for the trades as well as for the professions.

* * *

Professor Charles M. Gayley of the University of California has been secured by the School Women's Club of San Jose for a series of lectures on literature.

* * *

As a result of the recent passage by the legislature of the 3-cent tax act and its signature by Governor Gillett, the Regents of the University of California at their monthly meeting in April arranged for the immediate outlay in new buildings and other improvements of approximately one million dollars. The plans as decided upon form one of the largest projects for the enlargement and improvement of the State University ever undertaken at one time.

The new tax increased the revenues of the University to about $200,00 a year, of which $170,000 must be spent for permanent improvements. Rather than construct the proposed new buildings piecemeal the Regents yesterday decided to advance funds necessary to do the work at once, borrowing on account of the $200,00 a year.

The additions which will be made to the University from the proceeds of this State-given revenue, will be: An agricultural hall, $200,000; new chemistry building, $200,000; land in Strawberry canyon, $200,000; equipment of library, $40,000; to complete various buildings, $100,000; to finish president's house, $25,000.

Superintendent O'Neill of Nevada County arranged a most excellent program for his County Institute held the week of April 12th. The principal lectures were: L. B. Wilson, State Normal School, San Jose; Miss Effie B. McFadden, State Normal School, San Francisco; Riley O. Johnson, State Normal School, Chico; C. N. Shane, County Superintendent of Schools, Auburn; L. E. Armstrong, Alameda; Frank Kent, Stockton.

* * *

Colonel Roosevelt will make his first public speech, when he returns from Africa, in the Greek Theatre on the University of California campus, according to an announcement confirmed at the University Friday. He will reach this city in company with President Benjamin Ide Wheeler early in August, 1910.

* * *

The authorities of the University of California's Summer Session for 1909 have secured the services for the Session of Samuel Williston, Professor of Law at Harvard University.

* * *

Principal John H. Francis of the Polytechnic High School and Mrs. Francis, who have been in Europe studying educational systems and problems, will be home early in June.

* * *

A. A. MacCurda has resigned the presidency of the California College to become associated with Silver, Burdett & Co., the well known text book publishing house of New York, Boston and San Francisco.

* * *

Selden C. Smith, the Pacific Coast manager of Ginn & Company, publishers, has been admitted as a member of the firm. Mr. Smith has made a remarkable success and has stood for high ideals in professional and commercial life. He is a graduate of Dartmouth College and is a good example of the educated man in business.

* * *

There was a meeting of the presidents of the various teachers' associations in San Francisco on Saturday, April 24th, for the purpose of affiliating the various associations. The following were present: President Moore of the Southern California Association, President McLane of the San Joaquin body, President Cox of the State Organization and President Mackay of the Northern California Association.

* * *

A collection of studies made by the pupils of the department of drawing of the elementary schools, which is about to be sent to the Alaska-Yukon-Pacific Exposition, will be on exhibition at the San Francisco Institute of Art from May 7 to May 12, 1909. There will be a private view on Thursday afternoon, May 6th, from 3 to 6 o'clock.

Elmer L. Cave of Alameda has been elected Superintendent of Bellingham, Wash. A review of his school work in California will appear in the June issue.

* * *

Superintendent Hugh Baldwin of San Diego visited San Francisco recently in the interests of the N. E. A., representing State Director Duncan MacKinnon. Superintendent Baldwin secured $1,000 for headquarters in Denver and the active co-operation of the California Promotion Committee in securing the N. E. A. for San Francisco in 1910. When Superintendent Baldwin starts after anything he usually gets it.

* * *

There is a great deal of building being done this year in the different school districts and many beautiful buildings are being erected. We have found that it pays well to consult an able school architect, a man who specializes in school architecture, before bonds are voted, for much trouble and worry may be taken from the shoulders of the Board of Trustees by consulting a man prominent in school architecture regarding the cost of a building which will answer their requirements. After bonds have been voted it is imperative that a school architect be consulted, for only the man who specializes in architecture of this class can design a building which will combine exterior beauty with utility of the interior, which will have all the necessary requirements of good light, heat, and proper sanitation. We can recommend as an expert on school architecture, Walter H. Parker, 244 Kearny street, San Francisco.

* * *

Book Notes.

The Kidnapped Campers, by Flavia A. C. Canfield, published by Harper & Brothers. Price, $1.25. Illustrated.

This is a splendid story for boys and girls; one of out door life—camping, hunting and fishing. Archie, the young hero, is the son of wealthy parents, and is spoiled and fretful. When lounging before the house one day a young man appears, tells Archie he is to take him on a trip, gains the boy's confidence, and picking up another boy, they all start off into the country. Night comes on, and the adventures of the kidnapped boys begin. Every chapter is alive with interest and excitement.

* * *

Shirley's Part Songs for Mixed Voices, edited by John B. Shirley, Supervisor of Music, Upper Troy, New York. American Book Company, publishers. Price, 75 cents.

The songs in this volume are intended for mixed voices, and are notable for their great variety, their musical arrangement of parts, and their adaptability to all school occasions, such as commence-

a delightful reception to the teachers on Monday evening. The Hotel Oregon, El Centro's new and up-to-date $60,000-hotel was the stopping place for the Institute.

J. O. Osborn for the A. B. C., and F. E. Cobler for Macmillan & Co., were in attendance and add much to the success of the meeting. Superintendent Keppel followed his work at the Institute by lectures under the auspices of the high school faculties at Imperial on Friday evening and at Brawley on Saturday evening.

* * *

Bell, Fruitland, Huntington Park City, and Vernon City, four school districts lying to the southeast of and adjacent to Los Angeles City, have organized a union high school under the name of Huntington Park Union High School District. These districts are traversed by the Whittier electric line and by a branch of the city system of the Los Angeles Street Railway. There are over six hundred children of school age in the district. The district will vote on a $65,000 bond issue on May 15th.

Directory of Business and Professional Men

The business and professional cards represented here are thoroughly reliable. The Official Journal prints no advertisements of doubtful concerns.

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DR. CHARLES W. DECKER, Surgeon Dentist, Rooms 308, 309, 310, Third Floor, Phelan Building. Telephone Kearny 1630 San Francisco, Cal.

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S. E. LYND, Ph. D., Director, Montara, San Mateo County, Cal.

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

June, 1909

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The Western Journal of Education

Vol. XIV JUNE, 1909 No. 6

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

After Many Years

Tuolumne County had its institute this year, April 28, 29 and 30—for the first time in eight years. Its superintendent, G. P. Morgan, is now the oldest County Superintendent in the State in term of service. He has held the office continuously since 1886. Sonora, the county seat, is one of the few places in the State that I had never visited. It is reached by a broad gauge railroad from Stockton, crossing the wide and fertile plains of the San Joaquin for many miles eastward to Oakdale in Stanislaus County; and thence into the Sierran foothills, following up the drainage of the Stanislaus River to Sonora, one of the old gold towns of the early days. It is a smart town, too, lively, with modern buildings and good stores. The homes are very beautiful, picturesquely set on hill tops, steep slopes and in deep canyons—with fine trees, wealth of roses, and delicate flowers all about.

The Schools of Sonora

The town is proud of its schools, and well it may be. It has an elegant high school property that cost some $60,000—a classic building, well equipped throughout, with barn outside for those who drive in from the country, with a fine athletic field and a $1000 grand-stand now building. There are five teachers and about seventy students. It is a County High School, and was built by a direct tax, levied two years in succession. There is no doubt that the County High School is much the easiest plan on the people financially. The taxes for building and maintenance are spread over the whole county and the people never feel it. And so far as I have observed, it works well for the school to be governed by the County Board of Education as trustees. They seem to choose fine teachers and to equip and conduct schools on broad and generous lines.

The grammar school trustees, too, are moving forward. They are putting up a splendid structure of reinforced concrete costing $30,000, to take the place of the ramshackle buildings that have been in use by the school for nearly sixty years. This new building stands on the tip top summit of a commanding hill at the edge of the town, one of the most sightly and inspiring locations that could be found anywhere. This is as it should be. There should be something in the location of a school house to suggest uplift, inspiration, climbing up to higher things, breathing purer atmosphere, leaving sordid things below. Never put the school house in a hole.

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Tenure of Office

Superintendent Morgan is also a teacher. He is the principal of the Columbia School, four miles from Sonora; and he has held the position for **twenty-nine years in succession!** He knows every man, woman and child in the county, and seems to have been the teacher of most of them. When he goes up the street, one universal smile irradiates the landscape and everybody stops to speak to "Philip." I guess he'll be there the rest of his life, or at least as long as he can toddle.

The principal of the Sonora School is Miss Maggie Fahey, a jolly, wholesome, bright-eyed young woman who does you good to meet. She is a general favorite and a leader in the town, and so far as one can judge by outside appearances is

as happy as a lark and never had a care. **And she has held that one position for thirty-two years!**

Think of it, oh ye teachers! the corners of whose mouths droop down.

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Institute Itself

The session was held in the auditorium of the high school, a most agreeable and delightful place for such a function. The light air, acoustic conditions, cleanliness and cheerful surroundings were all that could be desired.

There was music by an excellent local orchestra; a reception Wednesday evening; a lecture each evening; talks on music and general culture by Mrs. Coolidge of Berkeley; lectures and readings on Literature by Professor Bassett of Stanford; talks on teaching the common branches by Job Wood of Sacramento; and plenty of lively social discussions by all the teachers. It seemed to me a useful and successful institute, that was of benefit to the county and well worth all it cost.

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Beautiful Ride

One evening after the institute had closed Superintendent Morgan did the honors to the outside instructors by taking them for a beautiful ride to the marble quarries, half a dozen miles away. He got a reckless individual with a big Thomas Flyer, loaded up seven of us, and struck out across country with a fine disregard of consequences. Crooked roads, sharp rocks, gullies, streams and hills made no difference at all. The chauffeur seemed to have tired of the auto and determined to smash it up at the earliest possible moment. When we arrived at the brink of the tremendous gorge that held the quarries—the canyon of the Stanislaus River—I supposed of course we would get out and pick our way down the declivities on foot. But no. There was a steep and crooked roadway, made for mules; and the reckless individual poised the big machine on the summit, laden with half a ton of human flesh—tipped it over, and turned it loose down into the deep hole, utterly indifferent as to how it should get out or whether it should ever get out!

The Quarries

The quarries are of white marble, with black cloudings. They are worked by the Columbia Marble Company and are the most important in the State. Great blocks of the beautiful stone lay all about, six feet square, weighing eight or ten tons apiece. No explosives are used, only drills and wedges. They can raise a block of marble weighing 200 tons by simply driving iron wedges with a hammer into a line of drill holes. The Palace Hotel was built of this stone; also the interior of

SCHOOL HOUSE AT COLUMBIA

Built in 1854. It is still in good condition and regular use. The principal is County Superintendent G. P. Morgan.

the Capitol at Sacramento. The new court house at Santa Rosa is being finished with it now. The manager told me a peculiar fact about transportation. It costs him $5.50 per ton to ship his marble from the quarry to San Francisco—while he can ship marble from England or from Italy to San Francisco for $2.50!

Have your class compare these distances on the map and then reflect on the two freight rates. 'Twill show most strikingly the advantages of **water-transportation**; and lead to the lesson that it is cheapest because it is less wasteful of

the nation's resources, because it consumes less iron, wood, coal, oil—perishable resources, that need to be saved for the future.

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Columbia

Not a gem of the ocean but a little town from which the quarries were named. Although a quiet little village now, hidden amid green hills, it was once a city, a city of 15,000 or 20,000 people—back in the days of gold! It is surrounded by a wide plain; and the plain looks like a vast grave yard. Everywhere, as far as eye can see, the landscape is sown with marble monuments of varying shapes and heights, all firmly fixed in the earth. By moonlight, 'tis positively uncanny.

It happened in this wise: the country is all underlain by marble. The marble is soluble, and underneath its thick blanket of soil for a million years or so the percolating waters dissolved it out in strange hollows and protuberances, fantastic forms of every shape. Along came the gold miner, who scraped up and washed away every bit of the surface soil, leaving the bare skeleton of rock exposed to the elements. This skeleton is a weird grave yard when viewed by the light of the moon.

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Pretty Near Right, Too

On the train the other day I came across P. B. Westerman, principal of the Oakdale High School in Stanislaus County. Westerman is a blunt, honest fellow, with a good natured face beaming like the full moon. Said he: "We keep our high school going till 4 o'clock in the afternoon. I think that is the wiser plan. It is better for the young people to have their work period broken by recesses. They can study better at the school than at home. Their materials, paper, ink, pencils, pens, books of reference, maps and all that are at the school, not at home. When they have engaged in scholastic things from 9 till 4, that is enough! Their minds should be free from school the rest of the twenty-four hours. Moreover, it is a nuisance to the home to have the children around, stewing and fretting over the things that were better done at the school house. Few homes have a separate room

for study. In the general living room the pupil cannot really study. He is interrupted by callers, conversation, work, music until he forgets how to apply his mind steadily."

"It is saner and safer to have regular recesses, stay till four o'clock, and then be free of all school work till next morning at nine. That is what we think at Oakdale, anyhow," concluded Westerman.

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Something New in Institute Programs

The programs prepared by Miss Julia Jones of Mariposa for her county institute were the daintiest and handsomest I have seen this year. They were clearly and beautifully printed on pure white cardboard, with an outside page blank. These outside pages were decorated by exquisite water color paintings done by hand. One of the teachers was the artist who did the work. You may guess that these programs were used with jealous care during the session, so that they would still be in good condition to carry home as souvenirs. Mine had a handsome butterfly, done in green, orange and black; —an appropriate symbol, since Mariposa is the Spanish word for butterfly.

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From the South

F. W. Conrad, City Superintendent at San Bernardino, has written a Handbook for Pupils and Teachers, which is printed in cloth by his Board of Education and supplied gratis to his schools. It is a brief and pointed treatise for drill in language and the correction of common errors in speech. It is forcible and vigorous and could be used with good effect by any teacher.

*
* *

Makes One Feel Good

I have a little letter from a little teacher that I saw at work last year away out in the wilds of one of the most lonesome and inaccessible regions in all this State; thus:

"I found I could not well finish my school in time for the beginning of the University, so kept on teaching there ten months in all. I had an opportunity to try all the winter

sports. My year there was one of the happiest of my life; such a delightful spirit of unselfishness and good-will pervades that neighborhood. Now I am teaching a four months' school in the mining region of Nevada. My wages are good, so I can be sure of going to the University next year."

Who says there's no good cheer in the world and that the teacher's lot is an unhappy one?

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* *

What Size is Best?

Nearly every county in the State prints yearly a List of Teachers and Trustees, sometimes called a School Directory. These are of every imaginable size and shape, from a single page dodger as large as a counterpane down to a neat little vest pocket booklet. We are thinking of not requiring this list in the Superintendents' Annual Report, for it is old and only in the way by the time it gets embalmed there. Instead, we might ask all the Superintendents to have their Lists printed of a uniform size and sent in when the schools open in the fall. Then they could all be bound together, making a complete list for the whole State. What would be the best size? Ordinary pamphlet or magazine page, probably. Should they print the salaries of the teachers? Many teachers consider that an unwarranted intrusion into their private business. Suggestions and opinions are in order from any one who listeth.

*
* *

Trustees Look Out

The State Board of Education has instructed its secretary to warn the school trustees of the State against ways that are dark and tricks that are vain on the part of certain Teachers Agencies that have operated in this State. A scheme that was widely and successfully worked last year by the Co-operated Teachers Association of San Francisco, with M. B. Leavitt as its manager, was something like this: a few stool-pigeons were secured—teachers with good education, good experience, good recommendations, good photographs, if possible. Applications from these were sent out by wholesale, all over California, Nevada, Arizona. The stool-pigeons went about their business, having delegated to the "Association" the right to receive and answer their mail. Presum-

ably, they were to get money for all vacancies filled by the use of their names, ten dollars apiece. In most cases they deny all knowledge or complicity in this use of their names.

Of course many trustees are pleased by these attractive applications, especially in the small and remote schools that have difficulty in getting teachers nowadays—and they hold meetings and gravely employ Miss Stool Pigeon, perhaps make a contract and send it to her address—same letter box as the "Association." Then they get an answer, very nice and grateful, thanking them kindly, saying that she will be on hand in good time to open school, asking about boarding place, etc., etc. Perhaps several letters pass back and forth—and the time for opening school gets nearer all the time. At last comes a real nice letter, saying that Miss Pigeon is oh, so sorry! She had expected to go sure, had counted on it, doted on it, looked forward to it with delight—but alas! Her mother was sick—or her father was hurt—or the fact is, she's going to be married! It would be impossible to go this time—would the good trustees kindly excuse her? And she would send her "friend," Mrs. Hazbin, to take the place. Could they meet Mrs. Hazbin at the train? And maybe, before school opens, Mrs. Hazbin gets another place closer home, so she sends out in turn her "friend" Miss Suckling, fresh from the east. The final outcome is that the trustees are stung, with a derelict or a weakling perhaps, on their hands, instead of the comely and desirable Miss Pigeon. And the agency gets a commission of twenty-five to fifty dollars from Miss Pigeon and another from Mrs. Hazbin and a third from Miss Suckling. It worked like a charm for a while, but the nasty superintendents and trustees went to kicking up a row about it. They didn't like it, and they just howled. Then the State Board of Education took a hand. They summoned all the stool pigeons who held State diplomas and Mr. Leavitt himself, to show cause why, etc., etc. These all appeared and all were very sorry indeed, and would not do so any more. The teachers had not fully understood it. Mr. Leavitt had his wife and baby and his belongings at the depot that very minute, was shaking the dust of California off his feet, leaving for the east with the Co-operative Association dissolved, broken up, gone forever—a sadder and a better man. All were gently rebuked and sent forth to sin no more. This was last January.

Now, it is time to think about filling vacancies again for next year. I have a number of letters and verbal messages

saying that another concern has started in San Francisco with nearly the same methods and management, ready for the summer harvest. It will be well for trustees to look a little out in future. If the school trustees of this State refuse to employ or consider teachers who are in any way connected or associated with a disreputable agency, the disreputable agencies will cease to do business.

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Teachers and Principals Reports

This annual report has been so simplified that some of the people using it have been puzzled by its very simplicity. They were looking for something harder, and could not believe there was not a nigger hidden in the woodpile some where. The puzzling thing was Column 6, which only asks for one thing—viz., for the total enrollment of the school classified into the 8 or 9 grades of the school. Only this and nothing more. This is separated by a purple line from the monthly statistics, and has no reference whatever to the separate months of the term. We have no intention of prescribing such violent mental gymnastics as the classification of pupils by years, grades and months all at the same time. Do it in the easiest and most obvious way you can and it will be right. Forget everything but the column itself when you fill Column 6, and don't try to relate it to any other part of the Report at all. The object of this feature is to discover how many children are in each grade throughout the State and to find out where it is that they are dropping out of school.

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With a Grain of Salt

Letters of recommendation are poor things to lean upon. They usually mean but little. They must be taken with a large grain of salt. Why was this one written? What chance had the writer to really know anything about it? Is he one whose opinion would be of any real value? Especially look out for letters written on handsome official letter-heads by public officers. Ten to one the writer doesn't know or care anything about schools or teachers—but when some one asks for a letter it is easier and more gracious to give than to refuse. But when one really reads the letter and considers it, it

means nothing at all. It reminds one of Benjamin Franklin's "Model of a Letter of Recommendation of a Person You Are Unacquainted With," written in Paris 132 years ago. Thus:

Sir—The bearer of this, who is going to America, presses me to give him a letter of recomendation, though I know nothing of him, not even his name. This may seem extraordinary, but I assure you it is not uncommon here. Sometimes, indeed, one unknown person brings another equally unknown, to recommend him; and sometimes they recommend one another! As to this gentleman, I must refer you to himself for his character and merits, with which he is certainly better acquainted than I can possibly be. I recommend him, however, to those civilities which every stranger, of whom one knows no harm, has a right to, and I request that you will do him all the favor that, on further acquaintance, you shall find him to deserve.

I have the honor to be, etc.

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* *

Story Book for Little Folks

Curtis L. Wilbur, the famous Judge of the Juvenile Court of Los Angeles, has written some story books that are a boon and a blessing and a refuge in time of trouble to any one who has to tell stories to little children. There are bear stories, elephant stories, Bible stories. The stories are so simply told that they are ready to be read aloud without change to children too young to read for themselves. They are elegantly illustrated and printed by Neuner & Company at Los Angeles, the same firm that makes our beautiful State Life Diplomas. The best thing about these books, to my mind, is that they are written in good Americanese, up to date, just as an intelligent, well-read person would talk it to a real child.

* * *

May 7, 1909.

Editor of "The Western Journal of Education,"

Dear Sir:

I want to thank you for your kindness in mentioning in your journal the California papers on nature study by Dr. Fairbanks. I am convinced that the teachers read your journal because I have had so many requests for copies of those papers. Very truly yours,

M. A. BIGELOW,
Sec. American Nature Study Society.

EDUCATIONAL BILLS THAT HAVE BEEN APPROVED BY THE GOVERNOR

By Job Wood, Jr.

Since the last issue of the "Journal" the following educational bills have been approved by the Governor and will in due time become laws:

Senate Bill No. 505. By Senator Estudillo. Approved April 17, 1909

Section 1. Section seventeen hundred and seventy-one of the Political Code of California is hereby amended to read as follows:

1771. County boards of education have power:

1. To adopt rules and regulations, not inconsistent with the laws of this state, for their own government.

2. To prescribe and enforce rules for the examination of teachers, to examine applicants for elementary school certificates and special certificates, and to establish a standard of proficiency which will entitle the person examined to a certificate.

3. To grant, in accordance with sections seventeen hundred and seventy-two and seventeen hundred and seventy-five of this code, the following certificates, renewable at the option of the board:

a. Secondary school certificates, authorizing the holders to teach in any secondary school in the county, or in any elementary school in the county.

b. Elementary school certificates, authorizing the holders to teach in any elementary school in the county.

c. Kindergarten-primary certificates, authorizing the holders to teach in the kindergarten class of any elementary school in the county.

d. Special certificates, authorizing the holders to teach in the schools of the county such special branch or branches of learning and in such grades as are named in such certificates.

4. To grant, in accordance with subdivision four of section seventeen hundred and seventy-five of this code, permanent certificates of the grade and kind designated therein. Every certificate that is not a permanent certificate shall be valid for six years; **provided,** that when any certificate shall be granted on a recommendation that has been given for a limited period only, such certificate shall not be valid for a longer period than that specified in the recommendation. All certificates must be issued upon the blank forms prepared by the superintendent of public instruction, and must have the impress of the seal of the board.

5. To adopt a list of books and apparatus for district school libraries and books for supplementary use in elementary schools in their respective counties and cities and counties, as required by section seventeen hundred and twelve of the Political Code; **provided,** that no pupil shall be required to purchase said supplemental books, and pupils must be expressly notified by teachers that it is not required or desirable that such books for such supplemental use be purchased by pupils or parents. When supplemental books are purchased they must be paid for by the school district. Except in cities having a city board of education, to prescribe and enforce in the

public schools a course of study and the use of a uniform series of text books.

6. To revoke or suspend for immoral or unprofessional conduct, evident unfitness for teaching, or persistent defiance of, and refusal to obey the laws regulating the duties of teachers, the certificates granted by them. But no certificate shall be revoked or suspended until after a hearing before the county board of education, and then only upon the affirmative vote of at least four members of the board. All charges of immoral or unprofessional conduct, of evident unfitness for teaching, or persistent defiance of, and refusal to obey the laws regulating the duties of teachers, shall be presented to the board in writing and shall be verified under oath. Notice of the time of hearing and a full and complete copy of the charges shall be furnished to the accused at least ten days before the hearing. The accused shall be given a fair and impartial hearing, and shall have the right to be represented by counsel. The hearing shall be governed by and conducted under the rules of the board.

7. To keep a record of their proceedings.

8. To issue diplomas of graduation from any of the public elementary schools of the county, except in cities having boards of education, which diplomas shall be designed by the superintendent of public instruction, and to be distributed as other blanks from his office. Said diplomas of graduation shall be signed by the president and secretary of the county board of education.

9. To adopt and use, in authentication of their acts, an official seal, and to have such printing done as may be necessary in the discharge of their duties.

In effect in sixty days from date of approval.

This change in the law authorizes county boards to adopt supplemental books. Subdivision 8 is changed so that the principal of the school no longer signs the diploma.

* * *

Assembly Bill No. 670. By Mr. Sackett. Approved April 21, 1909

Section 1. Section 1617 of article VII of the Political Code is hereby amended to read as follows:

1617. The powers and duties of trustees of common school districts, and of boards of education in city school districts, are as follows:

First—To prescribe and enforce rules, not inconsistent with law or those prescribed by the state board of education, for their own government and government of schools, and to transact their business at regular or special meetings, called for such purpose, notice of which shall be given each member.

Second—To manage and control the school property within their districts, and pay all moneys collected by them, from any source whatever, for school purposes, and all moneys apportioned to them from taxes levied and collected under the authority of city councils for school purposes, into the county treasury, to be placed to the credit of the special fund of their districts.

Third—To purchase text books of the state series for the use of pupils whose parents are unable to purchase them, school furniture, including organs and pianos, and apparatus, and such other theings

as may be necessary for the use of schools; **provided,** that, except in city school districts governed by boards of education, they purchase such books and apparatus only as have been adopted by the county board of education.

Fourth—To rent, furnish, repair and insure the school property of their respective districts.

Fifth—When directed by a vote of their districts to build school houses or to purchase or sell school lots.

Sixth—To make, in the name of the district, conveyances on all property belonging to the district, and sold by them.

Seventh—To employ the teachers, and excepting in city school districts having city boards of education, immediately notify the superintendent of schools, in writing of such employment, naming the grade of certificate held by the teacher employed; also to employ janitors and other employees of the school; to fix and order paid their compensations, unless same be otherwise prescribed by law; **provided,** that no board of trustees shall enter into any contract with such employees to extend beyond the thirtieth day of June next ensuing; **and provided further,** that any board of trustees or city board of education may pay the teachers employed by them by the calendar month in twelve payments instead of by the school month, beginning such payments on the first Monday of the calendar month following the opening of the current school year, and continuing such payments in like manner from month to month until the teachers have been paid the full amount due to them.

Eighth—To suspend or expel pupils for misconduct, when other means of correction have failed to bring proper conduct.

Ninth—To exclude from schools children under six years of age, except as hereinafter provided; **provided,** that where the kindergarten is a part of the day elementary schools, children may be admitted to the kindergarten classes at four years of age; **and provided further,** that where any district has established a school for the instruction of the deaf, such children may be admitted to the deaf school at three years of age.

In the enforcement of the provisions of this section children shall be admitted to the beginning classes of any school only during the first month of the school year, or when the school year is divided into school terms, during the first month of each term, and children who will be six years of age before the end of the sixth month of the school year, or before the end of the third month of the school term, shall be admitted at the beginning of the school year, or the school term, and children who will not be six years of age by the end of the periods specified, shall not be admitted until the beginning of another school year or school term. Beginners shall in like manner be admitted to the beginning classes of the kindergarten during the first month of the school year, or of the school term, if the school year be divided into terms, if such children will be four years of age before the end of the sixth month of the school year or before the end of the third month of the school term, and children who will not be four years of age within the periods specified shall not be admitted to the kindergarten until the beginning of another school year or term.

Tenth—To enforce in schools the course of study and the use of the text books prescribed and adopted by the proper authority.

Eleventh—To appoint district librarians, and enforce the rules prescribed for the government of district libraries.

Twelfth—To exclude from school and school libraries all books, publications, or papers of a sectarian, partisan or denominational character.

Thirteenth—To furnish books for the children of parents unable to purchase them; the books so furnished to belong to the school district and to be kept in the district school library when not in use.

Fourteenth—To keep a register, open to the inspection of the public, of all children applying for admission and entitled to be admitted into the public schools, and to notify the parents or guardians of such children when vacancies occur, and receive such children into the schools in the order in which they are registered.

Fifteenth—To permit children from other districts to attend the schools of their district only upon the consent of the trustees of the district in which such children reside; **provided,** that, should the trustees of the district in which children whose parents or guardians desire them to attend in other districts reside, refuse to grant their consent, the parents or guardians of such children may appeal to the county superintendent and his decision shall be final.

Sixteenth—On or before the first day of April in each year, to appoint a school census marshal, and notify the superintendent of schools thereof; **provided,** that in any city school district governed by a board of education, or city and county, the appointment of all school census marshals shall be subject to the approval of the city superintendent of schools.

Seventeenth—To make an annual report, on or before the first day of July, to the superintendent of schools, in the manner and form and on the blanks prescribed by the superintendent of public instruction.

Eighteenth—To make a report, whenever required, directly to the superintendent of public instruction, of the text books used in their schools.

Nineteenth—To visit every school in their district at least once in each term, and examine carefully into its management, condition and wants. This clause to apply to each and every member of the board of trustees.

Twentieth—Boards of trustees may, and upon a petition signed by a majority of the heads of families resident in the district as shown by the last preceding school census must, call meetings of the qualified electors of the district for determining or changing the location of the schoolhouse, or for consultation in regard to any litigation in which the district may be engaged, or be likely to become engaged, or in regard to any affairs of the district. Such meetings shall be called by posting three notices in public places, one of which shall be in a conspicuous place on the schoolhouse, for not less than ten days previous to the time for which the meeting shall be called, which notices shall specify the purposes for which said meeting shall be called; and no other business shall be transacted at such meetings. District meetings shall be organized by choosing a chairman from the electors present, and the district clerk shall be clerk of the meeting, and shall enter the minutes thereof on the records of the district. A meeting so called shall be competent to instruct the board of trustees:

1. In regard to the location or change of location of the schoolhouse, or the use of the same for other than school purposes; **provided,** that in no case shall the schoolhouse be used for purposes which necessitate the removal of any school desks or other school furniture.

2. In regard to the sale and purchase of school sites.

3. In regard to prosecuting, settling or compromising any litigation in which the district may be engaged, or be likely to become engaged, and may vote money, not exceeding one hundred dollars in any one year, for any of these purposes in addition to any amount which may be raised by the sale of district school property, and the insurance of property destroyed by fire; **provided,** that the proceeds of the insurance of the library and apparatus shall be paid into the library fund. All funds raised by the sale of school property may be disposed of by direction of a district meeting. District meetings may be adjourned from time to time, as found necessary, and all votes instructing the board of trustees shall be taken by ballot, or by aye and noes vote, as the meeting may determine. The board of trustees shall, in all cases, be bound by the instructions of the district meeting in regard to the subjects mentioned in this section; **provided,** that the vote in favor of changing the location of the schoolhouse be two-thirds of all the electors voting at said meeting upon the proposition to change the location.

Twenty-first—Without the vote of the district to prosecute or compromise any litigation, claims, demands and causes of action arising from the destruction, partial or total, of any school building in the course of construction during the month of April, A. D. one thousand nine hundred and six, in which the district is or shall hereafter be engaged, and devote money for any of these purposes.

Twenty-second—Before making any contract for the expenditure of more than two hundred dollars to publish a notice calling for bids, stating the work to be done or materials or supplies to be furnished, and the time when and place where bids will be opened, at least once a week for two weeks in some daily or weekly newspaper published in the county, or if there is no such paper, then in some newspaper circulated in such county, and to let such contract to the lowest responsible bidder, who will give such security for its performance as the board may require, or to reject all bids; **provided,** that nothing in this section shall be construed to prevent the board from erecting or repairing school buildings or improving school property by day's labor, providing said work does not exceed two hundred dollars in cost, otherwise, all contracts for such work and materials to be made as herein provided.

Twenty-third—To give dilligent care to the health and physical development of pupils, and where sufficient funds are provided by district taxation, to employ properly certificated persons for such work.

Twenty-fourth—To provide for the transportation of pupils wherever in their judgment such transportation of pupils is advisable, **provided** that such transportation of pupils shall not cost the district more than fifteen cents per pupil transported per day.

In effect in sixty days from date of approval.

*THE BANKRUPTCY OF "EDUCATION"

By Frederic Burk

President of the San Francisco State Normal School

If we should ask people who are not familiar with current theoretic pedagogy, but who make a practice of treating the affairs of life in a simple and common-sense way, what they suppose schools are for, they would probably reply that schools are to teach youth those things that life will require them to use. This may be common sense, but it is not pedagogy. Pedagogy is not based upon the crudities of popular thinking. It is based, if we accept its own pretensions, upon the science of psychology.

If we accept these pretensions, moreover, we learn that the farseeing wisdom of psychology has laid bare the innermost processes of the mind and has discovered and exposed certain fixed laws of thinking that have been concealed from the uninitiated. In accordance with these "established" laws of mind with which we pedagogues alone are upon terms of familiar intimacy, the theory of pedagogy assures us that it matters little if the things taught by the schools are never used in life, and it matters still less if the school-learned knowledge is quite forgotten. It is the mental power assumed to be developed by the school exercises that is the true goal of education, according to pedagogic theory. This power, apparently, may be developed as the biceps muscles may be, so that they can lift not only dumb-bells, but bales of hay, sacks of coal, pianos, and resistant pump-handles. Similarly, pedagogy asserts, its exercises in Latin and algebra, though as foreign to world usage as dumb-bell exercises, nevertheless develop a sort of disembodied power of mind which can be unstrapped from the Latin and algebra, and can be hitched to the problems of making two blades of grass grow where but one grew before, of enabling a heathen to enjoy the comforts of a Christian civilization, and of making a wise man out of a born fool. Moreover, only the "scientific" pedagogue, learned in the Eleusinian mysteries of psychology, can know the mystic formulas of the mental processes by which this is accomplished, and the common herd of humanity must accept the fact upon faith.

Note.—I take the liberty to print a few extracts from The Bankruptcy of "Education" by Frederic Burk in the June issue of "The World's Work." The article is new. Dr. Burk says things. The reader will recognize a strong voice crying in the wilderness. The view point is new. The Catholicity of treatment is remarkable. Dr. Burk's English is like a whetstone to the intellect. Bankruptcy of Education will be followed by a second article on the proper studies to be chosen for elementary and high school uses—Editor.

The world, by centuries of pedagogic teaching, has supposed the pedagogues as wise as we claim to be. It has accepted our theories as cheerfully as many have accepted the theories that to see the new moon over the left shoulder brings bad luck; that a dead cat swung over the head at midnight cures warts; and that the future can be read by the lines of the palm. The public mind is a credulous creature that has ever put its trust confidingly in its prophets. Thus the common sense notion that the schools teach what pupils will later use in life is, according to the psychological wisdom of pedagogy, a vulgarism or, what is hideously worse, utilitarianism. As there are gymnasium apparatus and exercises to develop physical power, so there are school exercises to develop mental power. School knowledge is, therefore, not necessarily world knowledge, just as gymnasium exercises are not world exercises; but in the sense that a gymnasium athlete develops, by his dumb-bells, power to lift anything from a sack of flour to a bag of gold, so a well-schooled scholar should be relied upon, by virtue of his gymnastics, to perform all mental tasks of whatever kind.

If you dip a little deeper into pedagogic lore, you will learn upon the authority of psychology, so pedagogy asserts, that the power of the mind is excited through certain avenues formerly known as faculties—the faculties of reasoning, of memory, of judgment, of imagination, of observation, etc. The ancient pedagogues were very clear and definite in their knowledge concerning these faculties, and apparently knew their laws as clearly as the Medes and Persians are reported to have known theirs. The old-time pedagogues were surely industrious, and they formulated out of their erudition a magnificent system of exercises, adapted to develop these faculties collectively and severally. There is mathematics to train the reasoning faculty; Latin to train the faculties of observation and discrimination; history to train the faculty of judgment; poetry to train the faculty of memory; and dialectics to open the pores of the soul. Modern pedagogues have introduced a few modifications, but on the whole the work seems to have been so well done by the old scholar monks, by virtue of their singular psychological erudition, that there really seemed little for modern pedagogues to do except to applaud, and this they have done with enthusiasm. If you have doubts, seize your telephone, ring up your nearest pedagogue, and ask him why your son is studying algebra, Latin, history, science, or manual training.

I think no one familiar with the construction of our educational theory will dispute that this statement of the basis of pedagogy is correct—that the subjects are placed in the courses of study for their exercise-values upon the various faculties, and not for intrinsic knowledge-values; that the avowed goal of the education is set in the phrase "the well-rounded and harmonious development of all our faculties," whatever that series of words in a row may mean. But, if there still be any one who suffers a reasonable doubt, I would refer him to our Nicene Creed of pedagogy, the famous Report of the Committee of Ten, a work which, judged by the encomiums heaped upon it, unquestionably was inspired. This report is surely orthodox if precautions in its concoction could make it so. In the first place, the committee was authorized by the National Educational Association. This committee appointed ninety other gentlemen, probably as reputable and unquestionably as orthodox as themselves, representing the educational system throughout the length and breadth of the land. Two flew away, but the ninety-eight remaining drew up an exhaustive report upon the subjects, methods, and aims of secondary education. This report was printed and circulated by the tens of thousands. The especially remarkable thing about the report is the fact that, except for one member, it is unanimously signed and the unanimity of its adoption is equalled only by the unanimity of its acceptance by pedagogues generally. If anyone is prone to doubt that mere exercise is the orthodox aim of pedagogy, let him read this report carefully or carelessly.

Thus the science of pedagogy, daughter of that queen of thought, metaphysics, has utterly confounded the common sense of ordinary thinking. The only thing left, perhaps, is to ask the foolish questions—are there mental faculties? Do the schools really develop these mental faculties? Are the products of this training solving the world problems as arranged? These questions are impertinences. Pedagogy never asks them, nor permits them to be asked. No member of the metaphysical family is ever called upon to determine what actually is. Their function is loftier and more exalted—to determine the potential. Nor does the hurrying world very often pause to be impertinent. The world has troubles of its own. Besides, the world, while it has never taken its pedagogues very seriously, is generally polite to them, and is not often vulgarly impertinent. Even the Indian was ever respectful to his medicine man, although he did not always obey his warnings.

Nevertheless, impertinence or not, pedagogy ought to be able to show, if its theory be true, that the faculties of those trained in the formal school exercises can be successfully applied to the various world problems. But by this test the folly of the educational theory becomes manifest. If algebraic exercises train the ability merely to solve algebraic problems of the same character as those used in school, and do not train the pupils in the problems of commerce, government, society, morals, etc., the subject is then manifestly worthless to the world because the world does not use school algebra. If Latin trains the faculty of discriminating differences only in Latin and not in world problems, then it is confessedly useless, because Latin genders are not used by the world. Indeed, if we carried the impertinence further than an interrogation point, and proceeded to answer the questions suggested, common-sense judgment, untrained by pedagogy, would assure us that faculty-trained scholars, instead of being experts in the world applications of their faculties, are not even normal; that, in fact, the school exercises, as a matter of current observation, have seemingly disqualified them for affairs outside of school scholarship. And further, because these dumb-bell exercises are confined almost rigidly to the school and have few applications in life, this pedagogy has practically bankrupted education by leading youthful minds away from life rather than toward it. In the eyes of the scholar, this is a vulgar world complaint, and in reply he draws his gown about him and falls to reading Plato as the best reply to impertinence bordering upon insult. He has never thought of the matter in this light, nor can his traditions ever permit him to do so. Search the tomes of orthodox pedagogy from Plato to William Harris, and nowhere will you find even a suggetsion of an attempt to prove the pedagogical theory by requiring tests of mental power in any other than in the school exercises themselves. It is unpedagogical to do so; such a test, in fact, comes dangerously near to empiricism, and pedagogy deals in universal abstractions the truth of which is determinable "a priori."

Drawing a curtain over this line of inquiry, out of professional courtesy, we may, nevertheless, ask where pedagogy secured its theory of training the mind that makes it sure that it is unnecessary to teach in school the things that this world uses. We pedagogues are over-proud to answer this question. Pedagogy secured the axiom from its elder-sister "science," psychology. All the books and treatises upon

pedagogy continually carry their arguments back to the stable foundation of the psychological laws of mind. Well, what are these known laws of mind to which we find such continual reference in the books of pedagogy?

If we turn to the modern psychologists, we are in trouble and shame at once. The modern psychologists of standing are frank to confess that they do not know any universal laws of mind and they are in doubt whether there are any. They will frankly admit that they are yet babes, with bent pins for hooks, fishing in a fleeting stream of thought, and that, casting aside preconceived notions of what they ought to discover, the actual output of their observation to date is the stream of thought is characterized by lack of general laws rather than by their prevalence. This state of uncertainty among psychologists, it is true, has not always been characteristic of the species. It is a very recent condition. The older psychologists were always discovering laws—flocks of them. The trouble always has been that the laws of mind would not stay discovered. The first thing a discoverer of a new law of mind has undertaken to do has been to prove that all his predecessor's discoveries properly belonged to the ash barrel. His proof has generally been so conclusive that his advice concerning the ash barrel has usually been taken, even if his new discovery has not been. There was a wicked English psychologist a few centuries ago, named Hume, who gathered all the alleged laws of mind up to his date, put them in a sack, cast his own with the lot, and then, proving they were all the pranks of the imagination, flung them into the sea of the Unknowable. It is hard sometimes to distinguish wickedness from humor, and Hume may have been only a humorist, but he, nevertheless, made the psychologists so ill, that England, so at least the Germans say, has never since had a psychologist. But the Germans themselves fared no better. A number of them went fishing in the Unknowable to recover some flotsam from Hume's sack, and one of them, Immanuel Kant by name, according to his own representation, saw a piece of something. But Kant, either by nature, or by pardonable excitement, was afterward quite unable to tell in language that others could understand, what it was he saw. His pupils have so warred among themselves, disputing their respective interpretations, that, following the fate of the Kilkenny cats, no one is now left to tell the tale. In England, revenge was taken upon poor Hume, however, for the conclusiveness of his proof; his memory was anathema, and I

remember to have been religiously taught to shudder with bated breath at the mere mention of his name, as I was taught to do at the mention of the place to which it was reported he was consigned, by the good English people, after he died.

So when pedagogues assert that their theory of dumb-bell education rests upon the "discovered" laws of mind, we know at once that they are referring to the contents of that sack which Hume cast into the sea of the Unknowable. But we need not quibble upon the origin of these psychological laws of mind, for the history of the acquirement is plainly of record. There is no pretense that they have taken them from modern psychology. On the contrary, the pedagogues are evidently imbued with the notion that psychology, like wine, improves with age; for that which they use as their cornerstone they borrowed from the most primitive psychological system—the system known as "faculty psychology," now a term of reproach among psychologists on account of its naif fantasies. This theory of mental faculties became popular in a peculiar way. In the Middle Ages, men were concerned about their souls more than many people are in this age. Their philosophy taught them to scorn the world and the things of the earth as accursed and unclean. If their souls came too much in contact with earthly affairs, the souls could never go to heaven. Some of the ungodly, probably at the instigation of writings by a heathen Greek, named Aristotle, had raised the suggestion that human souls were developed and fattened by earthly experience. It became a nice question how an earth-fattened soul was to get into a spiritual heaven. A lot of these ungodly were subsequently burned at the stake for raising the question, though this fate seems never to have helped the dangerous fact involved, if it were a fact. A happy escape seems to have been offered by Plato, another Greek, and also a heathen, but, nevertheless, a philosopher, poet, and humorist. According to Plato's account, Socrates was one day chatting with Phaedrus, and Socrates told Phaedrus that up above the heavens, on the outside, the gods kept their spiritually pure ideas, such as goodness, truth, beauty, etc. These ideas did not have any origin or beginning, but just were. Every day the gods would order out their chariots, ascend to the outer heaven, and think with these ideas. Unincarnated souls would attempt to follow the gods. An unincarnated soul was made up of two horses and a charioteer. The charioteer could not drive very well, and in the end all fell to earth, catching only occasional

glimpses of the pure ideas. Some obtained longer glimpses than did the others. When incarnated, those who had secured the longer glimpses were likely to live more spiritual lives than the short-glimpsing souls. No one has ever been able to determine exactly whether Plato, in this story, is philosophizing, poetizing, or joking; but, for the scholars, the the theory was too pat to be wasted. They developed it to show that the laws and ideas of mind existed prior to earthly experience, and might, under proper spiritual diet, be kept entirely free from earthly mixture. If Plato had not died a heathen, the scholar monks would certainly have gratefully canonized him for the philosophy, the poem, or the joke, or whatever it was, for he relieved them from a most embarrassing predicament. Their psychologists set to work and made a system of the idea; they made it appear that the mind was made up of compartments or faculties—reasoning, memory, imagination, observation, judgment, etc. Since these faculties existed spiritually, prior to earthly experience, it was an easy step to conceive of them, when properly trained by non-earthly material, as free from earth taints. This plan fitted mediaeval notions of life like a glove. The pedagogues borrowed the conception and set to work to frame a course of study composed entirely of unworldly material, such as a geometry of unfilled space; number without any worldly things numbered; grammar, treating of language without its meaning; rhetoric, dealing with the abstract forms of language expression; music, having to do with the mere rhythms of sound; and dialectics, having to do with the disembodied forms of argument without the bones in it preserved even for contentional purposes. About this course of study there grew up, by the aid of tradition, the dogmas that mathematics trained the faculty of reasoning; grammar, the faculty of observation; rhetoric and dialectic, the faculty of judgment; and music developed a sense of harmony of all the faculties constituting the soul.

Thus, to meet the requirements of an age the goal of which was to train the youth to ignorance of the world in which their bodies lived, a pedagogy was developed which had for its content the spectral forms enclosing world knowledge, but without the accursed earthly substances; and, for the exercises, the training of the formless and ghastly faculties of thinking, without thoughts to fill them. It was a fitting and legitimate education for the mediaeval world, for it exactly filled necessities of mediaeval notions of living.

That mediaeval philosophy of life has been reversed in modern times. The world we live in, accursed by mediaevalism, is sacred to us. The mediaeval problem was how to live out and away from the world; ours, how to live in it, for it, and by it. Yet, by a dramatic turn of fate, out of the grave of the mediaeval world, there extends a dead hand—the hand of the scholar monk, passing down his pedagogy to the schools of the twentieth century. By this withered hand our children's destinies are guided in the schools. They are compelled to study the unincarnated forms of knowledge, not world knowledge itself. They are still drilled in exercises constructed to train formless faculties of mind, although the existence of such general powers is now recognized as a primitive psychological fable. Thus all the powers of traditional scholars lead away from life's problems, though every other force of the modern world is centred upon the task of leading men into them.

Such is the tragedy in the history of education.

To map, to diagram, to picture the human mind; to analyze, to schematize, to catalogue the processes of principles or laws of thinking; to represent education by formulas; to invent theories of mental control; to name the steps of its training; to assert, to dogmatize, to reason deductively or inductively from unsupported premises and to build air-castles—these have been the all-absorbing goals of the best energy of the human intellect since man began to reflect. Upon this baffling question, for more than three thousand years, the meta-physicians, the poets, the psychologists, the religionists, the scientists, and the pedagogues have been beating out their brains, breaking their promises, losing their tempers, deceiving themselves and their neighbors, lying and dying. The total products of all these frenzied endeavors have been hypotheses, theories, dogmas, illusions, fancies, and dreams—each supported, perhaps, for a time, by a cult and maintained by superstitions, prejudices, or traditions. Reputable modern psychology claims for itself no general principles. There is not enough really known of the mind, as yet, upon which to rest an air-blown theory. We would not knowingly entrust our children's physical health to the care of the ancient medicine men who sought to cure by incantations and witches' herbs. Yet seriously we have entrusted our children's education to "scholarly" pedagogy, the sole support of which is a dogma conceived and formulated in the Middle Ages, when chemistry was alchemy, astronomy was astrology, and

psychology was soothsaying. Upon this, as a cornerstone, our pedagogy was built by metaphysicians, ascetics, and soothsayers. It was constructed for the open and avowed purpose of training men to live apart from worldly affairs. Yet, by one of the most remarkable reversals in philosophic history, this same theory has, without change of structure, been retained in modern education as a preparation for worldly life. The dogma has been popularized by repetition and assumption, and the pedagogic dogmas built on it have lived and flourished, in the halls of scholarship, despite common sense, by virtue of their tradition and currency.

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In our storied school system, from kindergarten through the university, there is scarcely a thing upon which the youths exercise their minds that world life will ever give them occasion to use. This was the very purpose for which the monastery scholars invented the exercises, for their scholarship was to serve as a shield from world influences.

It is only during the past decade that the bankruptcy of our pedagogy was really suspected. The Report of the Committee of Ten, published some fifteen years ago, in its effort to nail the principle forever, drove the nails through the bottom of the ship. In 1894, the late Professor B. A. Hinsdale, of Ann Arbor, published an unanswerable article questioning the theory, as axiomatically presented by the report, and thus raised an issue which should have been settled centuries ago. Throughout the land, here and there, shivering groups of pedagogues have since been discussing the situation, in hushed whisperings, wondering if it really can be true that, after all, the foundations of pedagogy, as Hume said of all psychology, are merely figments of the imagination. Few, as yet, realize the completeness of the wreck. More are trying to conceal the disaster from others and themselves, by contending that it can't be true, simply because it can't. Others are trying to laugh the discovery down, without letting themselves think about it. Still others have seized weapons of sophistry, and are brandishing them in self-defense of their time-dried exercises. Thus far, open discussion of the matter has not penetrated the pedagogical crust of our educational forms. But, in truth, it is not a matter which can be eternally concealed, however dear and beloved the structures reared upon it have become, as all the daughters of metaphysics are learning by bitter experience.

ALFALFA A LEGUME

By Louisa McDermott

Alfalfa is the most extensively cultivated forage crop in the United States and of all the legumes it has the most points in its favor. It is suited to a wide variety of soil and climate and it produces abundantly, a hay rich in protein. The amount of alfalfa hay produced from an acre of land is greatly in excess of the amount produced by any other forage plant. From three to five cuttings are had in a year and under extremely favorably conditions as high as seven cuttings have been obtained.

The original home of alfalfa seems to have been in south western Asia. The Persians took alfalfa with them when they invaded Greece about 400 B. C. From Greece it was introduced into Rome. Virgil and Pliny give excellent instructions for handling alfalfa hay.

In the Eastern States the colonists made repeated attempts to grow it but were for the most part unsuccessful. It has been grown successfully in the lime stone regions of central New York. Throughout the east and as far west as Utah, it was known under the name of "lucern." In 1854 it was brought to San Francisco from Chile and from that time it extended rapidly over the irrigated sections of the Western States. Its successful cultivation dates from that time. And so by virtue of that it has been called a California crop and every where the name lucern has given way to the Spanish term, alfalfa, under which name it came to California.

California then has given this queen of forage plants to the United States. The title of queen is given to alfalfa by her loyal subjects throughout the Middle West. Where "Corn is King," "Alfalfa is Queen," a royal and radiant lady. At the great "Corn Show" in Omaha in 1908 the honors were to corn as king of the cereals and to alfalfa as queen of the forage plants.

Alfalfa is a word of Arabic origin and it means "the best of fodder." The meaning of the word lucern is not known. It is believed that the Moors introduced alfalfa into Spain, but that is not surely known. At any rate, this great forage plant comes from Asia.

Now alfalfa belongs to a large and very respectable plant family, the legumes. The well known legumes that are used as forage crops are the vetches, the clovers red and crimson, soy beans, and cow peas. These plants grow luxuriantly and

produce crops rich in protein. A thrifty field of legumes has a luxuriant beauty all its own and there is a reason for this. The legumes are a family that have special advantages.

It was long known that clover made a good rotation crop with wheat but the reason was not clearly understood. In some way the clover left the soil richer in nitrogen than it found it. The real source of the fertilizing power of the legumes was clearly set forth by Helriegel when he published the results of his investigations in 1888.

The story is like this: The roots of all the commonly cultivated legumes are infested with a kind of bacteria that causes protuberances or nodules to form on the roots. Each of these nodules is a colony of bacteria. They take their food from the juices of the plant they infest, but they are not parasites for they make a return for what they get.

These free nitrogen fixing bacteria can take the free nitrogen from the air and form it into soluble nitrates. The roots of the plants then absorbs these soluble nitrates. The legumes require a great deal of nitrogen but under favorable conditions their bacteria furnish them more than they need. Thus the soil is left richer in nitrogenous compounds than when the legume was planted.

The legume is under unfavorable conditions when it must get along without its bacteria. Then it is puny and yellow. If the soil does not contain bacteria of the right kind it should be inoculated. The subject of bacteria I will treat more fully in the next paper.

The root systems of the legumes are well worth our careful study. The commonly cultivated legumes all have or can have free nitrogen fixing bacteria on their roots. They are specially valuable because of these bacteria.

Do all legumes have nodules of free nitrogen fixing bacteria on their roots? Help to answer this question and you are contributing to the sum of human knowledge and contributing a vitally important item too. So far as the uncultivated legumes are concerned this is certainly not known. I have Professor Jepson's word for that. The locust and acacia trees have nodules on their roots. Professor Osterhout contributed this information. A legume may have nodules on its roots at one season of the year and not have them at another. These nodules drop off. Professor Roberts observed this in an alfalfa field at Cornell.

Do any other plnats than the legumes have free nitrogen fixing bacteria on their roots? So far as is now known the

legumes are the only plants that have an established system of reciprocity with the free nitrogen fixing bacteria. It is probable that there are others, or that there have some time been others. Blessed be he who brings about an alliance between some of our staple crops and the serviceable bacteria.

The luxuriant beauty of an alfalfa field is better appreciated when we realize that it is due, in large part, to the wonderful deep rooting system aided by the serviceable bacteria. This deep rooting system of alfalfa has made it able to withstand the long periods of drought in the semi-arid regions of the Middle West.

Because of this deep rooting system it is valuable as a soiler and subsoiler. It has a mechanical effect so effective that J. Sterling Morton called it the silent subsoiler.

The seeds of the alfalfa are very fine and small. This makes careful soil preparation necessary. When the box of wheat is planted beside it should be placed the box of alfalfa. This gives two types of plants as shown by the germination. The wheat is a monocotyledon, a plant whose embryo starts without leaf; the alfalfa starts with two leaves and is therefore a dicolyledon. An alfalfa plant that is left to grow through all its rounds of life should be planted outside. Its deep rooting system will not go well if confined to a box.

In the next paper I shall take up the problem of soil inoculation and give some of the results obtained.

* * *

PRESIDENT TAFT'S TRIBUTE TO TEACHERS

President Taft while in Georgia recently addressed a Normal school in that State on the subject of education in the course of which he paid this well deserved tribute to the teaching profession:

"There is no higher profession in which self-sacrifice is manifested more clearly and in which more good can be done than that of a teacher. I hope you will continue it through life.—Educational Press Bulletin.

* * *

A. E. Shumate, formerly of the W. C. Doub Company, has resigned to accept a position as special representative with Ginn & Company in Oregon and Washington.

Dr. C. P. Perrine has resigned his position as astronomer at Lick Observatory to accept that as director of the Argentine National Observatory at Cordoba.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

RESPECT FOR PROPERTY

The strongest kind of human sympathy, outside of the family relation, should be one uniting all working people, of all nations, and tongues, and kindreds. Nor should this lead to a war upon property or the owners of property. Property is the fruit of labor; property is desirable; is a positive good to the world. That some should be rich shows that others may become rich, and, hence, is just encouragement to energy and enterprise. Let not him who is houseless pull down the house of another, but let him labor diligently and build one for himself, thus by example assuring that his own shall be safe from violence when built.—Abraham Lincoln.

* * *

COUNTRY SCHOOL HOUSES

The time for building new school houses and repairing old ones will soon be here. The building of a new school house is a great event to a district, whether the people recognize it or not; it is a rare opportunity for it fixes, as it were, the metes and bounds of the possibilities of the school for fifty years or more.

The first thing to be considered when a school house is to be built, is that it is for the use of future generations as well as for the present; and this is the one thing most boards of directors seem to forget. If future generations are to use the building their convenience should be considered in its construction, and they should help to pay for it. Unless the people of the district allow themselves to be influenced, more or less, by these two facts, they will never build such a school house as they should have.

As one travels through the fine farming sections of Illinois where the land is worth from $100 to $200 an acre, the only thing he sees that reminds him of primitive life is the school house. New and modern houses have supplanted the little story and a half dwellings, large barns have taken the place of the straw sheds, but there stands the little school house as it has stood for fifty years on a half acre or less of

ground, "a ragged beggar sunning," a mere box, a "knowledge box" as some one has called it. Occasionally a new one is built to take the place of the old, but seldom is any improvement made. No teacher who knows what the conveniences of a one-room school house should be, is consulted, and no architect is employed to give a bit of beauty to the exterior; a cheap carpenter does the whole business.

The time is coming, however, when all this will be changed, when a model school house will be the pride of every district. It has come in the larger towns and it will come in the same way in the country. One district appreciating the conditions and needs will build a model school house; then other districts will hear of it, visit it and go home and improve upon it; and the good work will go on. The teacher and the architect will then be consulted.

* * *

COLLECTION OF MONEY FROM PUPILS

There is a tendency to make the school a sort of clearing house for charitable or patriotic movements. The collection of moneys from the pupils, although the sums are usually quite small, is discountenanced by many school boards.

There are several valid objections. The poor child whose parents cannot contribute is placed at a disadvantage with the child whose parents can and do contribute liberally. The spirit of democracy which should pervade every school is here disturbed.

Again, the collection of money from pupils interferes, if only slightly, with the regular labors of the classroom.—School Board Journal.

* * *

THE SCHOOL LIBRARY

The strongest inspirational force after the teacher in the public school is the library. The teacher who leaves her children without a stronger love for wholesome books and better trained to use their leisure moments than when first placed under her charge has been guilty of the barest kind of negligence—permitting little children to die spiritually. A teacher cannot leave behind her anything visible that will be a more lasting remembrance of her work than a good collection of books speaking out of and to what is best and noblest in the hearts of the children.—F. H. Doeden, Co. Supt., Woodford County, Illinois.

NATIONAL EDUCATION ASSOCIATION

San Diego, Cal., June 1, 1909.

To Superintendents and School Principals in California:

The National Education Association will meet in Denver from July 5th to 9th, 1909. The Local Executive Committee at Denver has been at work for months making every possible arrangement for the comfort and convenience of the visiting teachers. President Harvey has prepared a splendid program, and one of the most successful meetings in the history of the Association is assured.

Arrangements have been made with the California Promotion Committee to have California represented as never before at a convention beyond the borders of the State. Reservations have been secured at the Brown Palace Hotel for State Headquarters, and neither expense or energy will be spared in advertising the Golden West and of dispensing true California hospitality.

The N. E. A. Convention was to have met at San Francisco in July, 1906, but owing to the disaster of April of that year the meeting was abandoned. Today, the new 20th century San Francisco sends greetings to the school men and women of California, and through them extend a most cordial invitation to the educators of America to hold the next meeting of the national organization in the most interesting, modern, up-to-date city on this continent.

Teachers of California, will you not take advantage of low rates, enjoy the unusual scenic attractions of Arizona and Colorado, gain strength and inspiration for more effective work, and join us at Denver in urging the claims of San Francisco for 1910?

Will you not bring this matter to the attention of all your teachers at the earliest possible moment, for the transportation companies agree to furnish special trains (no additional expense) for the trip, provided a sufficient number of passengers are secured? Decide to go, persuade your friends to do the same, consult with your local agents, and write me the number of reservations you wish for special train.

Fraternally yours,

DUNCAN MACKINNON.

* * *

Principal Geo. B. Albee of Eureka will add a course in Forestry to the curriculum next year.

NATIONAL EDUCATION CONVENTION TO BE INVITED TO MEET IN THIS CITY

"The National Education Association Convention in 1910 for San Francisco" is to be the slogan of the California delegation which will leave this city early in July to attend this year's convention of the National Education Association in Denver from July 5th to July 9th.

At a meeting held June 2nd at the California Promotion Committee's headquarters on Union Square the naming of five gentlemen to form the leadership of the California delegation to the Denver convention was left in the hands of the president of the University of California, who chose Thomas Hayden of the San Francisco Board of Education as chairman, with J. W. McClymonds of Oakland, C. C. Van Liew of the Chico State Normal School, Hugh J. Baldwin of San Diego, James A. Barr of Stockton and Duncan Mackinnon of San Diego.

Among those who attended the meeting were: Duncan Mackinnon, superintendent of the city schools of San Diego and California director to the National Education Association; H. J. Baldwin, superintendent of the schools of San Diego County; Alfred Roncovieri, superintendent of the public schools of San Francisco; Joseph O'Connor, president of the Board of Education; Thomas E. Hayden, member of the Board of Education; Frederick H. Meyer, Henry M. Abrams, Livingstone Jenks, Charles F. Runyon and Colonel George H. Pippy, members of the convention committee of the California Promotion Committee; James McNab, president and W. L. Gerstle and A. L. Castle, trustees of the Chamber of Commerce; Frank J. Symmes, of the Merchants' Association; James Rolph Jr., president of the Merchants' Exchange; A. A. Watkins, president of the Board of Trade; Thomas Magee, representing the San Francisco Real Estate Board; James Woods, president of the Hotelmen's Association; F. E. Batters, representing the Southern Pacific; J. Duffy, representing the Santa Fe, and H. S. Fletcher, president of the California Bankers' Association.

A suggestion made by Roncovieri that Mayor Taylor and Governor Gillett should back up the delegates' efforts by sending official invitations to the convention to meet in San Francisco next year was well received.

Superintendent Roncovieri has sent a circular to every teacher in his department urging attendance at the Denver

convention, and a similar circular has been sent to the superintendents and school principals throughout California by Duncan Mackinnon, superintendent of the city schools of San Diego.

* * *

JOAQUIN MILLER IN PRAISE OF PRESIDENT WHEELER

Why this folly, this waste of time and energy? Had I all or half or even a quarter of the time and strength wasted by the young men of the country on their rough and brutal game lying at my disposal I could plant the entire continent with trees that are pleasant to the sight and that, too, without killing a single boy or breaking a single bone.

But why, I repeat, this waste? Why this tolerance by educated and Christian people, of a game which makes so heavy and so unnecessary a drain on the time and the energies of the young people in our high schools and colleges? Are the prophets dead? Are our preachers, teachers and editors and college presidents only time servers, men who in the presence of the student body dare say only soft things? All honor, I say, to the present head of the University of California, who was brave enough and big enough to compel the students to adopt the Rugby rules. And some time soon another big, brave man will rise up, who will abolish the whole brutal game and make the boys go to work. If I seem to express myself too strongly and too confidently, my excuse must be whether in or out of school, whether in the city or in the country, their time and energies should be directed to the highest ends and to the accomplishment of the most laudable purposes.

* * *

Dean Arthur H. Chamberlain of Throop School has resigned after twelve years of service. Professor Chamberlain has an enviable reputation as an educator, administrator, and as an author. His published works are: "A Biography of the Manual Arts," "Educative Handwork Manuals," "Technical Education in Germany," and "Standards in Education," together with numerous papers and magazine articles of a scientific, technical, and professional nature. He is much in demand as a public speaker and has frequently appeared before the National Educational Association, the department of National Superintendents, the American Institute of Instruction and other educational and civic bodies throughout the country.

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Official Journal of the Department of Public Instruction

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EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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EDITORIAL

By Harr Wagner

The N. E. A.

Duncan Mackinnon and Hugh J. Baldwin took the initiative in securing an organization for the purpose of inducing the N. E. A. to hold the 1910 meeting in San Francisco that has met with splendid results. It is to be hoped that every teacher in California that can afford it will join the N. E. A. this year, write letters to their educational friends in Denver, or go as an individual delegate for the purpose of explaining what a wonder-land California is, and the educational attractions and climatic advantages of the city of San Francisco. While in Denver doing this, there will be an opportunity to hear some find addresses. The N. E. A. offers an unusually good program this year. Among the speakers who are well known to our readers are Elmer Ellsworth Brown, Chas. H. Keyes, Gilbert P. Ramdon of Sacramento, Jas. E. Adicott of Oakland, A. B. Clark of Stanford, C. T. Work of Texas, Thos. J. Kirk of Oakland, John A. Bergstrom of Stanford, Mrs. E. Ledyard of Los Angeles, G. W. Lucky of Nebraska, Jas. F. Chamberlin of Los Angeles, Geo. A. Merrill, C. W. Mark of San Francisco, E. E. Balcomb of Oklahoma, and Riley O. Johnson of Chico, Cal. This is a fine showing for California and ex-Californians.

Summer Normal

The teachers of this State have never been offered a more attractive summer school than that at the State Normal School at San Diego for this year. Pres. Samuel T. Black and his associates have prepared an excellent course of study and have arranged for teachers to enjoy all the delights of San Diego bay and the beautiful region of the south land.

* * *

The Poet of the Sierras Advice to Graduates

Joaquin Miller, in addressing the graduates of California College, recently made the following strong statement. Every school trustee and every parent should read this paragraph to the boys and girls, not even excluding that striking passage in reference to spanking:

"Make the college graduate work, with his hands and his body, as well as his brains."

Only a few days ago a mother came to me on the mountain side while I was stacking hay and asked me to help get her boy a place in one of the large dry good stores in Oakland. I looked at the boy, a big husky six footer, fresh from college.

"'Your boy, madam, is a man and doesn't belong in a store with girls. But I'll tell you what I'll do. I need help and I will give him work right here on the ranch. I will pay him 25 cents an hour, $2 for eight hours, $2.50 for ten hours. He will have good air, good bed and good bread; and he can live like a man every hour of the day.'

"'Oh,' she replied, 'but he won't live in the country. He is such a baby about it. What am I to do?'

"'Baby, madam? then take him across your knee and spank the baby out of him.'

* * *

Worker Who Succeeds

"'In the sweat of thy face.' It is the worker who gets on; the worker with hands and brain and heart.

Now it is because I see so many idle and worthless graduates, not only in California, but all over the world, that I am not greatly disposed to congratulate one who has done nothing but graduate. Too many graduates are disposed to think themselves a little better and a little bit above the good old mother at home in the kitchen, above the honest old father out in the field, above the older brother at the tail of

the plow. But I am willing and ready today to congratulate all graduates, not because of what they have done in college, but because of what they can and will do for California, for their country, for the world at large.

In the sweat of thy face, not in the sweat of another's, shouldst thou eat bread.

The dashing and daring Spaniard was a brave man and a good Christian, as Christians were rated in the days when he took possession of California. But he would not earn his bread in the sweat of his face. Basking in the glorious sunshine of an eternal summer, he ignored the richest soil under the sun and enslaved the patient peace loving Indian. In less than a century in this luxurious clime, he became the man of manana, a jest and a byword. Let us heed the lesson well. True, California is doing splendidly; but is not our great progress largely due to the daily infusion of new blood? Who, indeed, are the heads of our universities? of our mines? of our railroad lines? Not as a rule the leisure loving Californians but the men from other and more inclement climes.

* * *

Medical Supervision

While some of our contemporaries are philosophizing about the need of supervision in sentences containing fifty words without a single comma, Professor Leslie has accomplished great results. The legislature has enacted a law providing for the health and development supervision in the public schools. This law appeared on page 239 of the May number of the "Journal." The time has long past for argument in favor of such a law. The time has come for action. Educators and physicians according to Assembly Bill No. 303 are now authorized to work together for the health and development of school children. Such a sentence as this: "Those future historians will point out that the educational writings of this period show a clear recognition of the dependence of the mental upon the physical, and they will question why this generally acknowledged truth was not sooner realized in practice" will not rapidly lead the Boards of Education to enforce the law. What we need is action—not words.

* * *

The Articles of Incorporation

The following is an exact copy of a part of what the Directors of the C. T. A. are authorized to do under the State law:

"To acquire by purchase or otherwise, buy, own, possess, hold, use, let, lease, rent, hire, mortgage, hypothecate, grant, bargain, sell, or otherwise secure and dispose of, and generally deal in all kinds of real estate and personal property for the purposes of this Association; also to lend money and to receive, own and hold security for the payment of the same, or otherwise to take, own and hold any and all kinds and classes of security for the repayment of money loaned, including mortgages and pledges of real and personal property, stocks, bonds, notes and all other kinds of securities, and to fully satisfy and discharge all such mortgages and pledges when the money loaned is repaid; also to borrow money and to hypothecate, mortgage or pledge any or all of its property, stocks, bonds, notes or other securities as security for payment thereof or otherwise; and generally to do and perform any and every act and thing deemed necessary, proper or expedient by its directors in the operating, conducting, maintaining and protecting the business or property of said Association in any or all branches of its departments within the objects of the Association, to the same purpose and with the same effect as can be done by a natural person."

* * *

The County Superintendent as a Leader of People

The school clerk represent the unit of leadership in the school district; the County Superintendent represent the unit of leadership in the county; the State Superintendent represent the unit of leadership in the State. There are many counties in this State that have been given a great educational uplift by the County Superintendents. This is time in educational work and in the civic life of the people. The County Superintendent meets individually during his four-year term nearly every citizen in the county. A word about a better school house, improvements in the library, the recommendation of good books to read, the selection of better men and women for School Trustees creates more or less activity. Much of the County Superintendent's efforts must be along the line of advice and suggestion. He must be practical not revolutionary, but his work must be that of evolution. The County Superintendent must leave the school and life of the county in better condition than when he entered upon his duties. The burden and responsibilities not only of the children but of the parents are upon him. He will have followers as long as he shows genuine interest and

proves by earnest and constant effort his devotion to better things. The County Superintendents of California are doing this and are getting results.

* * *

Too Frequent Change of Teachers

The time has come for the selection of teachers for the year 1909 and 1910. It is a common practice to change teachers frequently because the law provides for the selection of teachers only for one year. In other words the law creates a vacancy in each school district on June 30th of this year. The tendency of such a law is, of course, to make both the teacher and School Trustee feel the necessity of a change, and the teacher is at liberty to secure another position, and the Trustees are at liberty to secure another teacher. The result is that in school districts many changes are made without any cause whatever. In the city we have the antiquated system of having the pupil change teachers every year, although the teacher retains her position. It is absurd, ridiculous, silly, unreasonable, unwarranted and even unpedagogical, that a child during the first eight years of school life should have eight different teachers. The changes, however, in high schools are much worse. The aeroplane is almost necessary to accommodate the rapid change in high school teachers. The change, however, in the high schools are due more to the teacher than to the school Board. The high school teachers of California are a restless lot. They are in Siskiyou one year, in San Diego one year, in Fresno one year, and elsewhere the next and then back to the University the next, or off to Europe. New environment, of course, brings new ideas and there may be some advantage in that, but our high school teachers are so wedded to their text books that a change of teachers usually means a change of text book, and this became such a great hardship on pupils that parents demanded new high school text-book laws.

We trust that it will not be necessary to offer artificial incentives in order to get our young high school teachers to remain for ten or twenty years in one place. We point with pride to the fact that President Black has been with the State Normal School of San Diego since its establishment; that Dr. Burke has been with the San Francisco State Normal School since its establishment, and that Dr. Jordan has been with Stanford since its establishment; that Superintendents McClymonds, Barr, Erlewine and others have not changed

their educational position for years. May not the time come when we can point to the fact that the high school teacher and high school principals have honored themselves and the community by length of service. Has salary anything to do with it? Let me write as a business man and not as an educator, when we make the statement that an increase in salary following a change of position does not always mean the betterment of a teacher's financial condition. Dr. Winship, who has had large experience upon this in the observation of the welfare of teachers, recently wrote:

"Every year some good man on a living salary is elected to another position on a larger salary, and accepts only to be side-tracked when his term of office expires. He could have spent his life in the $3,000 place; he has one term in a $4,000 place.

"I once congratulated Mr. E. B. C. on the fact that he had been more than a quarter of a century in his superintendency, and that he had stayed without friction, to which he replied: 'That is because I have let well enough alone.' Then we went over the men who were in that part of the State ten years before, and all but one of them were out of the profession. Every one of them was comfortably fixed in a quiet place on a living salary. They had been promoted into hot water, got scalded, and were out. So often does this happen that I positively dread to see a man who is comfortably and permanently located get a promotion."

* * *

Woman's Rights

President Wheeler appointed seven men to go to Denver, and the promotion committee appropriated $500.00 to pay the expenses, in order to induce the N. E. A. to come to San Francisco. This is good. This committee will pledge 6000 membership to get the N. E. A. to come. Of the 6000 pledged, 5000 who pay the money and attend the lectures will be the women teachers of California. They have not been consulted, nor given any representation at Denver. Not because they are not capable or efficient, but because they are women. There is an effort on the part of the educational leaders to crowd the women into the lower grades, to force them to do service work and to keep from them the honors of the profession and the emoluments of teaching. How long are the women of California going to stand for the treatment that they receive from the educational leaders of this

State. Women were always given the secretaryship of the C. T. A. as long as there was work to do and no pay, but as soon as there was the possibility of $200.00 a month job, a man was selected to take the place. The editor of this "Journal" believes that the women teachers of California should be given a square deal, and should have some of the honors of the profession as well as doing the real service work. If a woman is presented for a place, some one is ready with the cry; efficiency and not sex should be considered. This is true, it should not be a question of sex, but a question of efficiency, but the 8000 women teachers of this State should resent the charge that they are inefficient to hold offices, to be high school principals, to be City Superintendents, to be editors of Journals, to be Presidents of State Normal Schools, to be Presidents of C. T. A., to be Directors of the C. T. A., or speakers on the general program. The regret of this "Journal" is, that the women seem to lack the championship of a leader and are content to meekly pay their dollars and form the audience for the speakers, while the men show their educational efficiency by doing the thinking part in the lobbies of halls and hotels.

* * *

The Sonoma County Institute adopted the following resolutions recently. There are so many excellent suggestions that we print those of a general nature.

That we greatly appreciate the tendency now evident towards the increase of teachers' salaries, and trust it will be the means of retaining more men in the profession;

That we consider the Trustees' Section a valuable addition to the work of the Institute, and one that might profitably be made a permanent feature of succeeding Institutes;

That we also favor a change in the present law whereby the annual re-election of teachers be abolished, and the substitution of a plan whereby teachers be retained in their positions as long as they are competent, and that dismissal be made only for cause, provided, however, that the trustees be sole judges of the cause;

That we believe in the strict enforcement of the Compulsory Educational Laws, and where possible, that the consolidation of schools with transportation of pupils would be an advantage to the educational interests of all concerned;

That we approve of the work now being done in Manual Training and Agriculture, and hope that the success already attained in some schools will be an incentive to those schools that are not at present giving attention to these subjects; and that some plan may be evolved whereby teachers may prepare themselves for carrying on this work;

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, Denver, Colo., July 5th; Dr. W. G. Harvey, President; Irwin Shephard, Secretary, Winona, Minn.

NOTES.

The Florida School Exponent reprints this bright squib from the Times-Union:

"Philadelphia teachers may retire on half pay after thirty years of service. Huh! Florida teachers get half pay without retiring."

* * *

Teachers should write to J. B. Duffy of the Santa Fe, 673 Market street, for literature and rates in reference to a visit to the Grand Canyon of the Colorado. You can secure the beautiful literature free.

* * *

Mark Keppel has just returned from a trip to Canton, Ohio, where he went to attend the great convention of the United Brethern Church.

* * *

Principal Ferbusk of Benicia has been elected principal in Alameda to succeed E. L. Cave, and principal Du Four to succeed L. E. Armstrong.

* * *

Alex B. Coffey, formerly of California, is now the Professor of Education in the State University of Baton Rouge, La., and editor of the Southern Educational Review.

* * *

Dr. H. K. Foster has been elected Superintendent of Health and Development of the children in the Oakland schools. It is reported, however, that he has refused to accept the position.

* * *

The Board of Regents has increased the salary of Pres. Benj. I. Wheeler of the University of California from $10,000 to $12,000, with an allowance of $3,000 for entertainment.

* * *

The Bakersfield Echo contains an excellent description of the county schools by Supt. R. L. Stockton.

* * *

James Blain Newell has been elected an instructor in the University of California. Mr. Newell has been engaged in public school work in Somona County.

The Western School of Manual Arts under the direction of Chas. L. Jacobs will hold its first session at Pacific Grove, June 28th to July 30th.

* * *

The National Summer School of Music will be held in Chicago August 2nd to 14th under the management of Ginn & Co. Mr. Frederick E. Chapman will be the director.

* * *

W. M. Mackay of Chico, President of the N. C. T. A., will hold the annual session in Red Bluff in October. The officers have adopted the plan of affiliation with the C. T. A. and arranged to use the Sierra Educational News as the official organ of the association.

* * *

The class of '86 of the 4th ward school, San Jose, held a reunion at Hotel Vendome May 14th. R. S. Holway, the principal, was the guest of honor.

* * *

Write to the Forester, Forest Service, Washington, D. C., for full particulars, with pamphlets on how to introduce the work into your schools to advantage.

* * *

Dr. E. C. Moore, the Superintendent of the City Schools of Los Angeles, made a hurried trip to New York during the latter part of May.

* * *

Mrs. Susan B. Mills, for many years president of Mills College, has resigned, and Miss Carson, dean of the University of Oregon, has been elected to take her place.

* * *

Teachers will be interested in the literature of the School of Agriculture of the University Farm at Davis. For information write to A. M. Cleghorn, Davis, Cal.

* * *

The Gallagher Marsh Business College is making a record for itself. Ruth Ohlson, 14 years old, is the fastest shorthand writer in the world for her age, and is paid the highest salary of any girl of her age in the United States. For full particulars of this write to Robert Gallager, 1256 Market street, San Francisco.

* * *

State Superintendent of Public Instruction Hyatt has prepared a book containing all of the blanks used in the school departments of the state. This book will be sent to the Alaska-Yukon-Pacific Exposition at Seattle, together with the one that was sent to the St. Louis Fair, and which took the gold medal there. While this book is of no particular benefit to the layman, it is of great value to educators who will attend the Exposition, as it shows the class and kind of blanks used and many new ideas are secured in this way.

In addition to these books, there will be a set of California State text books sent to the Fair. This, together with the educational exhibit that has been brought together by Superintendent Robert Furlong, who has charge of this branch of the exhibit, will be the most complete and the best ever sent out of this or any other state, and will consist principally of manual training and trades schools work.

* * *

Elmer Lafayette Cave of Alameda has been elected Superintendent of the schools of Bellingham, Wash. Mr. Cave has had a very successful career as a schoolmaster in California. The following is his record in this state:

Elmer Lafayette Cave was born March 5, 1870, is a married man with two children, and is at present Supervising Principal of the Haight School in Alameda. He was graduated from the California State Normal School at San Jose in 1890, and supplemented the training received at that institution by advanced study in summer schools and by personal investigation. From 1905 to 1908 he was registered at the University of California, and while there he made a careful study of special problems of school supervision and administration and of the higher educational questions. Among some of the problems of which he has made a careful study in the preparation for the work of a city superintendent are the following: History and Philosophy of Education, Administration and Supervision of Schools, The Superintendence of the City School System, Adolescence.

In addition to the above he has prepared a "Teachers Manual for the Teaching of United States History." This is a work of 175 pages and will be published shortly for the use of schools generally.

Professor Cave's experience in the capacities of teacher, principal and supervising principal—extends over a period of nineteen years. From 1890 to 1895 he was principal and teacher in the schools of San Ramon and Antioch, but resigned to go to Berkeley where he served as assistant principal from 1895 to 1896, when he accepted the supervising principalship of the schools at St. Helena, where he remained from 1896 to 1905, when he resigned to accept his present position.

The following platform is declared by Professor Cave to be the one upon which he will enter upon his duties July 1st next:

(a) I shall enter upon the discharge of the duties of the office of Superintendent of Schools with an eye to the interests of the schools of your city. My entire time and thought will be given to the duties of the office.

(b) It will be my ambition to give to your city a progressive yet conservative administration; an administration free from political influence; constantly striving to place the good of the department above either personal or political interests.

(c) In the selection of teachers I shall be guided by what is for the best interests of the department, i. e. I shall recommend to your

honorable body for election the best teaching ability that can be gotten for the money. I will never, knowingly, permit either personal or political influences to cause me to recommend for election to your department other than the best talent your money will buy.

(d) The interests of the children of your city will be jealously guarded and I shall ever regard them as a most sacred trust. I shall see to it that each one connected with the department shall render such service to childhood as will lead to their best mental, moral and physical development.

(e) It will be my ambition to have an administration characterized by freedom, unity and loyalty; to develop and maintain an "esprit de corps" that will be the pride of all connected with the department and that will meet with the hearty approval of the people of your city at large.

(f) The keynote of my administration will be "justice." As far as lies within the power of the Superintendent, I shall see that all my official acts shall bear the insignia of "justice."

(g) My policy will be one of evolution rather than one of revolution. I shall accept conditions as I find them, and shall try to bring about improvements gradually with as little friction as possible, and without criticism of the outgoing administration.

(h) Criticism I shall expect and welcome. I shall depend upon just criticism to make me stronger in my work. All that I do I shall try to make constructive rather than destructive.

* * *

Book Notes.

Adventures in Field and Forest, belonging to Harper's Young People Series, has been issued by Harper and Brothers. This is an outdoor book of stirring adventures encountered in facing wild beasts and reptiles and in hunting in the wilderness. Few of us can hope to camp on the trail of lion or bear, and few would desire to confront cobra or boa-constrictor; but while red blood flows in the veins of American boys, they will feel the breathless interest of tales of daring in forest and jungle. The wilds of our own country, and of South America, the West Indies, Africa and India, have yielded the material for the thrilling stories presented in the guise of fiction in this book. The wide range of scene renders this volume a book of travel as well as a series of vivid pictures of strange adventures. The book is illustrated. Price, 60 cents.

* * *

Coe's School Readers, by Fanny E. Coe, Teacher of English in the Boston Normal School. American Book Company, publishers. Third Grade Reader, price 40 cents; Fourth Grade Reader, price 50 cents.

These books offer much new, fresh and interesting material, including stories of adventure, of humor, of child life, of animal life, of chivalry, etc. They will appeal to the teacher as well as to the

pupil. The selections are of literary value, the teaching sound and wholesome, with ideals high and yet compelling. The books are carefully graded, and the principle of correlation is kept in view by such an arrangement of the selections as secures the greatest possible unity of impression. The illustrations are numerous and most attractive. The books are admirably suited for supplementary use in connection with any standard series of readers.

Frank R. Rix, Director of Music in the Public Schools of New York City, is the author of an excellent Manual of School Music for the use of supervisors and class teachers in the elementary schools. To the supervisor the results of the experience of others are always helpful, and the class teacher needs definite instructions and plans which tell her exactly what to do every month, every week and every day. The plan is based upon the grading of the work in the schools of New York City, but it may easily be adapted to the work in other places. The methods advocated are the result of the author's observations and experience as a teacher and director, and have been and now are in successful operation. Personally, he has found them practical in results and economical both of time and effort. The book is published by the MacMillan Company. Price, fifty cents.

* * *

The first volume of Houghton, Mifflin & Company's new series of educational books is "Education," by Ralph Waldo Emerson. The series is to be known as the Riverside Educational Monographs, and is edited by Dr. Henry Suzzalo, Professor of the Philosophy of Education in Teachers' College.

* * *

Teachers, school officials and all others interested in education, including parents, will be glad to know of a new series of books called the Riverside Educational Monographs. These are published at a popular price (35 cents, net, postpaid) and are attractively printed and bound. These books provide profitable summer reading for teachers and superintendents, since they are authoritative discussions, by leading writers, of the most significant educational questions of the day. There are included in the series, also, some of the standard classic essays on educational topics, with which every teacher and student of education ought to be familiar. The editor of the series is Professor Henry Suzzallo of Teachers' College, Columbia University. Some of the volumes now ready or to be ready before the summer vacation are the following: Emerson's Education: Fiske's The Meaning of Infancy; President Eliot's Edu-

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cation for Efficiency; Prof. Dewey's Moral Principles in Education; Prof. Palmer's Ethical and Moral Instruction in School; Miss Earhart's Teaching Children to Study; Prof. Palmer's Self-Cultivation in English. Other volumes will be announced later. The publishers of the series are Messrs. Houghton, Mifflin Company of Boston, New York and Chicago.

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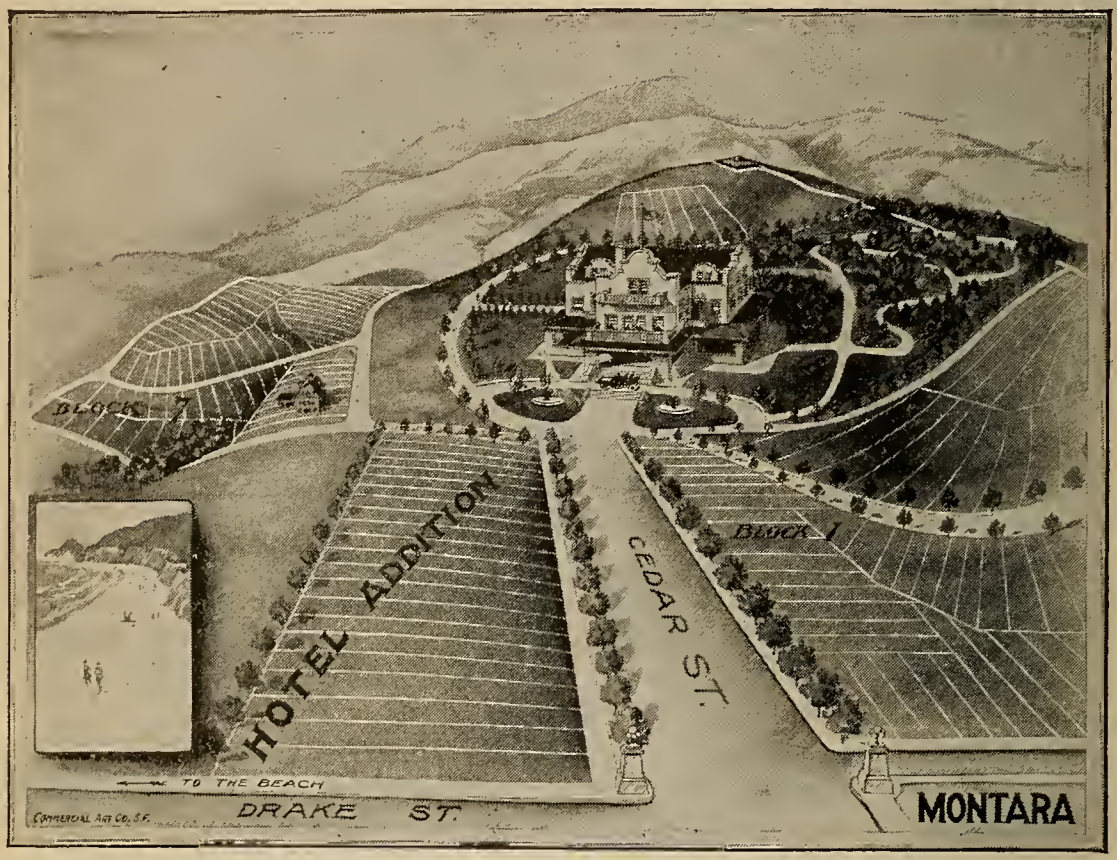

This beautiful inn is now open. A special discount to teachers of 25 per cent. Rates, $10 to $12 per week. A weeks' board and railroad fare free from anywhere in California to Montara and return to any teacher who buys a lot. This offer is good only to August 1st.

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This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

July, 1909

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Vol. XIV JULY, 1909 No. 7

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Rural Schools of Sonoma

It was certainly an interesting and delightful experience this month to visit the rural schools of Sonoma County, with Superintendent DeWitt Montgomery as guide, mentor, and friend. We drove a team, early and late through the sun, and wind and fog. 'Tis a great country—green, rich, populous. The landscape is diversified by hills, lovely little vales, many clear streams and ten thousand splendid oak trees. It was the oak trees that brought Luther Burbank as a settler to Santa Rosa instead of San Jose many years ago. He thought he would need firewood and that shade would come handy.

*
* *

Which Is The Best?

This visiting the teachers at work in their own school rooms seems to me much more satisfactory than meeting them

at institutes. The institute is a hurly, burly. Everybody is away from home, "dressed up," in a strange situation, on a strain, in a hurry—one cannot really get acquainted with the teachers. Sometimes I think it would be best not to go to any more institutes, but to visit the representative schools of each county in session. What do you think? Of course it would only be possible to reach a very few schools in that way. It is absurdly out of the question for one man in one lifetime to do the traveling that he should or to see the people and the schools that he should, in this regal and expansive commonwealth. One man could spend all his time, strength and energy on the normal schools, the orphan schools, and the special state reformatory and technical schools alone—and never get done! When you add to that ten thousand elementary schools and one thousand secondary schools, each with its teacher, and its devoted band of pupils, trustees and parents —why, then reason totters on its throne and you feel overwhelmed by the bigness of the job. Really, one ought to make about 20,000 official visits per year, to do honest work. Sixty or so every day—besides staying in the office half the time at least, to receive visitors, answer questions and listen to wild-eyed dreams. Whew!

*
* *

Windsor School

One of the handsomest village schools in the State is at Windsor. It has three rooms and cost $9000. It is covered by shingles and stands in a beautiful grove of fourteen oak trees.

It is splendid to have a grove of natural trees for the school; but let no one despair when such are not available. In glorious California it is possible for any school in a few years to raise a grove of splendid old ancestral trees all of their own, and right where they are most needed. At the Barry School, in Sutter County, I saw last month a group of eucalyptus that would be the pride and the glory of the grandest school on the continent; great, leafy monarchs, towering to the sky, dominating the landscape, spreading their beneficent shade all about for the just and the unjust. The school trustees raised them in twenty years or so. What's twenty years as compared to the hundreds and thousands during which California children will continue to need shade trees?

Novella Davidson

In the Dunbar District was a little country school on top of a rocky hill with hard, impossible soil. The teacher was Novella Davidson.

It was easy to see that the teacher was the life of the school. Her spirit breathed through the children and through their surroundings. Handsome groups of flowers and plants embellished the grounds—beds of good soil had been brought in, and irrigation was accomplished by a bucket brigade of youngsters carrying water from a neighboring brook. The children seemed to be interested, seemed to be working, seemed to be alert and open minded, seemed to be gracious and kindly in spirit and manner.

The superintendent told me that this teacher was a graduate of the university; that she had been here three or four years; that the school was in poor condition when she came; that the whole community was now a unit; that the teacher was the real leader of the school; that she had the teacher's gift of inspiration, of impulsion toward better and higher things; that it was an extremely valuable thing to these children to have had this teacher for a few years, during their formative period.

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* *

If I Were a Trustee

Now it seems to me that if I were the trustee of a school of boys and girls and had some children of my own in the school I should hunt and inquire all the time for a teacher who had this gift of inspiration, this power to put her gracious, educated, cultured self into others, this ability to touch and bring together a whole community. And when I found her I'd give all the money I had in the treasury for a six months term, and should not scruple to do anything else that was decent to get her and hold her. She is probably worth to the community more than a thousand dollars per month, if a poor teacher is worth fifty.

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* *

But Mind You

But mind you, it's no use for any of you to go after Novella, for she's going to—well, never mind about that. You can't get her, and that's the end of it. Superintendents and principals often complain bitterly to me that their schools are

greatly damaged, their work demoralized by good teachers getting married—not all good teachers but some good teachers. They look at me reproachfully, rather expecting some suggestion of remedial legislation. They are really very much and very honestly exercised about it.

Brethren, be not wroth. The scheme of creation is larger even than those blessed school systems of yours. The influence of your good teacher does not pass out of the world when she marries. It may very well turn out that it serves a better purpose than if she had stayed and had saved you the labor and the worry of breaking in a new teacher for the place. Humanity is so much deeper and wider and stronger than we are, with all our plans and schemes and worries, that we mustn't take ourselves too seriously. If we should all die off tomorrow, some one else would take our places just as well—perhaps better. Even the earthquake has given San Francisco a cleaner, handsomer, more elegant city—when we all thought it her death blow. Let 'em get married if they want to, and be cheerful about it. Our schools will come out all right anyhow.

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* *

Took the Prize

This Dunbar School carried off the prize from the whole county at the festival a few weeks ago, for a magnificent float, made by the children. A big wagon was covered with a frame work of tough green branches; this and the horses were covered with wild flowers woven into fantastic designs, particularly poppies—about 20,000 individual flowers were used! The prize was $50 cash, with a subsidiary one of $40—a pretty good haul for a remote little school, wasn't it?

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Commencement at Ione

The Ione High School, in Amador County, had its closing exercises Thursday evening, May 27. The principal is R. H. Van Horn, with Miss Brown and Miss Loomis for assistants. There were thirteen graduates, six boys and seven girls. The hall was crowded with parents and townspeople. An eloquent opening address was made by Superintendent W. T. Randall, of the School of Industry. A closing address was made by Mr. Van Horn. The diplomas were awarded by E. W. Perkins, the clerk of the board, and certainly he did it in an interest-

ing and novel manner. This function of handing over graduating diplomas I have witnessed many a time and oft for lo these many multiplied years—but never did I dream that it could be done with the liveliness and cheer that Mr. Perkins gave. It has always been solemn to the verge of the funereal —stiff, formal, ceremonious. Not so with Mr. Perkins. The poor graduates are usually scared stiff by the enormous and portentous gravity of the occasion. But not this time.

Mr. Perkins is a druggist by trade—a tall, slender man, with a pale, scholarly face, curly hair, and a deliciously droll

THIS IS PERKINS

and humorous smile. He stepped out in front with an armfull of diplomas.

"May, come here,' he said, beckoning to the first of the graduates. "I'm going to make it as hard for you as I can" —with a wink that made the audience laugh. He shook hands cordially with May, gave her a diploma and a big bunch of flowers, and then beckoned authoritatively to the next of the dignified seniors—a young man this time.

"Mike," said he, "the jig is up! here's your sheepskin." And "Mike" received his flowers, his handshake, his diploma, and his cordial smile, amid the plaudits of the multitude.

George came next. "Ladies and gentleman"—taking him familiarly by the arm and leading him to the front, "this young man is chock full of steam—a balloon full of gas. When he goes off he'll certainly shake a hole in the world somewhere!" And George escaped to his seat while the audience roared.

When "Charley" came forth, the crowd applauded and continued to applaud—he was a little boy and was evidently

a general favorite. After vainly attempting to be heard, Mr. Perkins gave it up, and locking arms with the boy, nodded and winked and smiled at him and with him at the audience —shook hands with him, gave him his flowers and the coveted paper—and pushed him back into place, with the people still clapping their hands.

And so it went. Was it not naive and refreshing? A contrast to the funereal embarrassment of similar occasions elsewhere? At the close some one called for "Three cheers for Perkins." Future dignitaries who have this ceremony to perform may take a hint.

*
* *

School of Industry

Next day I visited the Preston School of Industry, among the foothills half a mile from the town of Ione.

This school was located through the efforts of Senator Camminetti, who has been a leading figure in California legislation for twenty years, and who is always interested in schools. It was named for Senator Preston of Nevada County.

It is placed on a five hundred acre farm, belonging to the school. It has half a dozen fine buildings, picturesquely placed on rounded hills, overlooking the town and the valley of Sutter Creek. It has 400 boys and 60 employes, so that it is the largest of the reformatory institutions of the State. It is governed by W. T. Randall, the superintendent, who is, if I mistake not, going to be the leading California authority upon reformatory education and penology. He understands boys; he is strong, vigorous, forcible; he is eloquent and cultured and experienced in the ways of the world; he is deeply in earnest and enthusiastic over his work. He can play on the feelings and sympathies and ambitions of those 400 boys like a musician on his keys. The school is full of the breath of life. Things are being done. I wish there were time and space to tell more—of the shops, the sports, the works, the drills of these boys, with whom we must deal in some way for fifty years and more. But you must go and see for yourself. It is most interesting—most helpful, for any one concerned in the education of youth. Randall and his school will be heard from in future, methinks.

Farm School

A few days later still, I went to Davis, in Yolo County, a dozen miles or more west of Sacramento, and almost within sight of the Capitol—to see the Farm School. This is the beginning of what will be one of the great educational institutions of the State. It has some 700 acres of the deepest, richest land in the Sacramento Valley, abundantly watered by Cache Creek, a stream that heads in Lake County and drains Clear Lake. This ranch was famous as the best grain farm in California away back in the days of gold. Now it is to be used in teaching our young people our greatest industries—agriculture and horticulture—greater than gold ever was.

The people had been invited on that day to dedictate a new dormitory. There seemed to be ten acres of automobiles, carriages, buggies, horses—the whole country side turned out. A program was rendered. George W. Pierce, a neighboring rancher, made the chief address—and a splendid one it was, wide minded, far reaching. It ought to be printed in the "Journal" as a standard educational classic. There were short talks by President Wheeler, Leroy Anderson, Leroy Smith, Arthur M. Cleghorn; there was singing by Mrs. Coolidge of Berkeley; and there was a grand picnic dinner in the great dairy barn—a cow barn, so sweetly and so exquisitely kept that it seemed just the place for the vast crowd to use as a dining room.

When you run across children who want to prepare for farm life and who do not want to go to the university, remember that the Davis Farm School is the place. It gives a three years course, and prides itself on **not** preparing for the university. It is really an agricultural high school. Write to the principal for descriptive circulars. 'Tis a fine, honest school and will surely be a great one in time.

*
* *

Summer Playgrounds

In the effort to provide fresh air and playroom for its thousands of school children, New York City will throw open this summer, for one month, 135 school yards as playgrounds. The experiment, (they call it such) is expected to keep the youngsters off the streets in the crowded districts. The teachers will lend a hand in making it a success, and will be assisted by the older pupils in arranging games. That means that the educational forces of the great eastern city will be

in operation in one important direction at least the whole twelvemonth. What would one think of a business enterprise, say a great factory, that would shut down for one-fourth of the year? There would be a noticeable change in its market quotations to say the least.

*
* *

High School Text-Books Again

Several teachers have written about the new laws governing the adoption of high school text-books, asking if they can put in new text-books from now until October 1st for the purpose of "trying them out" temporarily and changing them whenever they like after October; to which there is one answer, legally. The old law prescribed that a high school text-book must not be changed in less than four years; and the new law prescribes that a high school text-book must not be changed in less than four years; therefore, whichever horn of the law we take, it says "four years, at least." The law, so far as I know, gives no opening for a temporary trial of the books purchased by high school students.

*
* *

A Moral Observation

This leads me to make some highly moral observations for the pleasure and edification of my friendly high school teachers:

The high schools of this State have had a wonderful growth in the last few years, greater by far than any other part of our school system. They and their teachers are destined to exercise great power and influence in this State, to have a great hand in shaping the future of the State. They are being scanned continually and critically by the people. There is a responsibility resting upon them—a responsibility for turning out steady and law abiding citizens.

Now it is the oft repeated will of the legislative power of this great State that none of our high school text-books shall be changed oftener than once in four years. Duly, regularly and legally, that has been enacted into a Law, and it is a Law. As citizens, we owe it respect and obedience. It ill becomes any of us to treat it with contempt; to disobey it, even if we doubt its wisdom. It is a very bad lesson for a young person to see his teacher setting a lawless example. It destroys con-

fidence in our high schools and weakens their standing and influence.

*
* *

Another California County

During the first week of June I sailed about the schools of Monterey County in company with Superintendent Duncan Stirling—in his automobile! Only two county superintendents in the State have autos—Stirling of Monterey and Hanlon of Contra Costa. Automobiles are likely to make complications with the board of supervisors—but in Monterey

TEACHER AND PUPILS OF ELLIS SCHOOL OFF FOR A GOOD TIME AFTER THE EXAMINATIONS

Imagine a town teacher doing this! But she looks hearty and happy, and not troubled by nerves.

three of the supervisors own autos themselves, so they can understand.

'Tis wonderful, how these modern devices enable a man to do more and more all the time. We started out in a leisurely way one morning, at 8:30; went along country roads, good and bad; crossed bridges, ploughed through dust, went through sand, climbed a lofty mountain grade, visited schools as we went, stopped several times for repairs to tires, rested an hour in the heat of the day, stopped for a comfortable dinner and supper; and came home in the cool of the evening —**with 200 miles of travel to our credit and half a dozen schools!** Why, it couldn't have been done in a week with horse and buggy! Unbelievable for one day!

Mr. Stirling's machine is a Ford, cost about $900, has been run two years, and does not cost him much to keep—at least he says it doesn't cost much.

*
* *

Santa Lucia Mountains

Among other schools, we visited that at Jolon, away up in the Santá Lucia Mountains. Mr. Stirling carries a camera on his travels, and gets many lively and interesting mementoes of

PUZZLE—PICK OUT THE BOY

Children of the Jolon School masquerading. Four of them are girls.

his trips. Here is one of the school girls at Jolon having a lark; and another of the teachers at the Ellis School, off with her girls for a ride.

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* *

San Ardo Grade

Beyond Jolon we climbed over the San Ardo grade and plunged down a precipitous mountain-side for miles and miles—with ten thousand successive chances to break our necks! I gripped the sides of the seat hard and set my teeth and endeavored to prepare my mind for the final plunge into eternity—all the while trying to look pleased as Mr. Stirling explained that there was no danger at all unless the brake broke or the mechanism became seriously deranged. Every

honk of the infernal machine gave my entire nervous system a new and more terrible shock. When we got to the bottom I was surprised that no one discovered that my hair had turned white during the descent.

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* *

Plasketts

From Jolon Mr. Stirling goes to one of the most inaccessible situations in all California. The trail can only be traversed by an active and surefooted horse or mule, and it leads up over the Santa Lucia Mountains and down a rocky

BIT OF THE SAN ARDO GRADE

It doesn't look very steep in the picture but it was taken from above which flattens it.

ladder to the wild waves of the Pacific. Israel Putnam's ride is no comparison. I don't know why Mr. Stirling doesn't turn his auto loose on it—it could only be a little worse than what he did do. But he doesn't, he rides a mule—and it takes all day to get there. And when you do get there, you find a little valley opening to the sea. No road, no wheeled vehicle reaches it. It was settled many years ago by Plaskett—and his wife. They raised a family of eight stout sons. The only strangers to come in were the yearly school teachers, nice plump girls from the San Jose Normal or elsewhere. And mind you, every one of them married one of the Plaskett boys! As I understand it, it took eight years to complete the job, for each teacher had to make a contract for a whole term be-

fore going over the grade. These teachers and their husbands settled round about and raised new families of Plasketts; and now the whole school and the whole community is composed of them and their descendants.

They get supplies only once a year—when the yearly boat

THIS IS MRS. STIRLING AND HER NIECE, JENNIE

Just after they have descended the mountain on their way to Plasketts.

comes in. That is a great day. The school dismisses, the labors cease, and the whole populace goes down to picnic on the beach.

Isn't California a great State?

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An English Butler

On the home run from the 200-mile auto trip we stopped at Soledad for supper, cold, tired and hungry. We went to a very ordinary looking village hotel, expecting the stereotyped meal—and there I had the surprise of my life—an absolutely new experience! Would you think, to look at me, that I had been waited on, served, by a genuine English Butler? 'Tis true! Raised in an humble home and living by frugal industry all these years, I never even saw anyone buttle before.

But here, in the interior of a California county, at Soledad, the very meaning of whose name is "solitude," I ran across a typical specimen, all unawares. It was Mr. Head, the pro-

prietor of the hotel. He had been for many years the butler for the rich Crocker family in San Francisco. He was discreet, low voiced, polite, imperturbable. He slid around as slick as grease, deftly changing plates, serving foods, doing the whole thing so quietly and so efficiently that you could hardly believe one man did it all. His chops and salads and napkins and silverware were correct in every particular. It was a dream. I didn't speak above a whisper the rest of the way home.

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Down to the Sea

Next day, we turned the machine toward the sea, and in less than an hour came out on the lovely bay of Monterey. The blue waves were dancing, the breeze was softly blowing. All over the face of the deep were scattered four hundred littl boats, each with its white sail spread to the wind. They looked like toy ships upon a mill pond; but each held a man or two, fishing for salmon with hook and line. Sixteen hundred splendid fish were brought in that day, weighing sometimes thirty or forty pounds apiece. Besides, ten tons of sardines were caught during the day. Groups of fishermen stood about, strong, strapping swash bucklers, gesticulating, arguing, working. Some of them at a lucky time make $70 or $80 in a single day. We had a salmon lunch at the hotel—delicate red flesh fresh from the salt water, rich and delicious.

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Monterey Schools Close

The school was just closing that day. Everybody was full of a grand event that had happened a day or two before—an Indian operetta called Pocahontas. Over a hundred children had taken part in it, dressed in costume, with wigwams, tomahawks, peace pipes, moccasins, beads and all the appropriate accessories. The place was out of doors, among some trees across the gulch from the school house, reached by a secret trail through the back of the grounds. Warwhoops resounded and wild Indian songs, and parties of painted braves went up and down the warpath, with timid maidens peeping through the bushes. It was tremendously realistic, and seems to have filled the whole school and the whole town with interest and enthusiasm. Often this sort of a thing is an epoch

in the life of children. It is as real as life or more so. It is **Experience.** When well carried out it is richly worth while.

After school we went down to the water front and bought a big codfish, just from the brine; and started for Salinas, twenty miles away. Mrs. Stirling cooked the codfish for supper—white, juicy, sweet, and browned in butter! If there's a better cook in California, I haven't found her yet.

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Witter Came In

C. A. Witter, from Redlands, dropped into the office a day or so ago. He has been for many years the teacher of California rural schools. Says he:

"Do you remember Banks, the county superintendent? He used to come into the school and sit there like a sphynx. In an hour or two he would get his hat and go. What possible good did **he** do the school? Why did the law send him there? Did the school get anything from him?"

"And then there was Jones. He would rush into the school room under a full head of steam, pulling off his overcoat as he came.

"'Give me your best class,' he would cry. And in half a minute he would be in full swing, conducting that recitation, praising, correcting, telling a story, pointing a moral, stirring everybody up and making them think. In a little while, away he would go—but he had done something. He left a breath of enthusiasm, good cheer, life, behind him. Everybody knew it when Jones had been there. He was no bump on a log."

Witter has funny ideas, hasn't he?

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A Winning Team

How would it be to start a new teachers' agency? Here is a letter, just received:

"I am a married man now, having taken a wife, a graduate of the ———— Normal School. She is very anxious to teach if we could obtain schools in the same community. Do you not think that an experienced university graduate and a thoroughly trained normal graduate would make a winning team? Can you help us?"

Health and Development Law.

Everyone concerned in education should make it a point to become wise on the law prescribing care of the health and development of children in the public school. This is a new thing and we shall hear much of it hereafter. The law was prepared by Professor Leslie of the Los Angeles schools. In this line I have not seen any finer books that those in the Gulick Series of supplemental readers. One of them is "Good Health," another "Emergencies," another "Town and City," and so on. They seem to me very simple, wise, and helpful.

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Lincoln School Prosperity

On the occasion of the commencement exercises of Lincoln Union High School, the students presented "Mr. Bob" to a crowded house. On the following day, the high school band, composed of twenty boys and girls, playing first class music, headed a picnic on a steamboat up Sacramento River.

Principal A. D. Hoenshel states that the teachers all have been re-elected at increased salaries and that a twenty-five thousand dollar bond issue for a new school building will soon be voted upon. Mr. Hoenshel will spend the summer at the University of California summer school.

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"The Oracle"

Managed and edited by the students of the Oakdale Union High School, the 1909 commencement issue of "The Oracle" makes its appearance in very creditable form. The issue consists of forty pages of interesting matter, contributed by the students. Also it shows what forty students, the enrollment of the school, can do when they get together. Margaret Crawford is the editor and Charles Ordiroy the business manager of "The Oracle."

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A campaign is now in progress for the consolidation of Los Angeles City, San Pedro City, and Wilmington City. Should this movement carry it will extend the control of the Los Angeles City School Department over these three cities and by cutting through Wilmington Union High School District, will make it necessary to annex three other common school districts to Los Angeles City School District for school purposes only.

Meeting of the State Board of Education

By Clarence S. Pixley

The State Board of Education met in regular session in the capitol at Sacramento, June 11th, all the members being in attendance except the President of the Board, Governor Gillett.

The most important business before the Board was the matter of adopting a series of text books in Reading, which had been postponed from the last meeting, after eliminating all the books submitted except seven. These seven had been placed in the hands of the State Text-Book Committee, with instructions to have comparative tables made, showing the frequency of introduction of new words in the Primers and First Readers, and the frequency of repetition of words learned, these being considered important factors in teaching beginners to read. This work had been placed in charge of Miss Bessie McCabe, a teacher of the Training Department of the State Normal School at San Jose. Miss McCabe appeared before the Board with the mass of tabulated comparisons she had produced, and by the magic of her own enthusiasm and interest in the subject, converted these dry details into a most interesting discussion of the relative merits of the books under consideration.

The final action of the Board was to discard all books except the Baker-Carpenter, the Aldine and Child Life Readers, and postpone the adoption three months longer. The Board expects to make a selection from these three at the next meeting which will be held late in September.

Among the other business transacted, was the adoption of the new List of High School Text Books. This list is now in the hands of the State Printer, and will be ready for distribution probably by the middle of July.

The Board also adopted a resolution disapproving of the form of contract now in use by the Pacific Teachers' Agency of Los Angeles.

The Committee on Accrediting Life Diplomas and State Documents recommended placing on the accredited list, three Vermont State certificates, all based on college graduation.

The Kindergarten Training Department of the St. Louis, Mo., Public Schools was also accredited.

Special High School Credentials were granted to Mary Acheson, Berkeley; Samuel H. Anderson, Los Angeles; Mrs.

D. A. Arville, Paola, Kan.; W. F. Beierman, Gainesville, Tex.; G. N. Brink, Manila; Edna T. Cook, San Jose; G. W. Crozier, Stromsburg, Neb.; Honora DeBusk, Riverside; Florence E. George, San Diego; Rose F. Hoenig, Berkeley; Ada A. Hurlburt, Burlington, Vt.; Katherine Leonard, Moorhead, Minn.; O. C. Montgomery, Los Angeles; M. Grace Snyder, Allegheny, Pa.; M. S. Cross, College Park and Louise M. W. Mayne, San Jose. Credentials were also granted, conditionally, to B. J. Bleasdale, Los Angeles; E. M. Cunningham, Ashland, Ore.; E. R. Hadley, Newberg, Ore.; W. W. Keyes, Colton; C. E. Lowell, Santa Monica; I. D. Steele, San Jose; L. A. Thomas, Santa Monica and A. F. Wood, San Diego.

The Committee on Life Diplomas and Educational Documents was not ready to report, so all pending applications will go over until the next meeting of the Board.

Three sessions were held on Friday, June 11th, the third lasting until midnight, the concluding session being held Saturday morning, at which time it was decided to hold the next meeting during the last week in September.

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DRAWING AS PART OF AN EDUCATION

By Elbert Hubbard

We call the man who cannot read and write "illiterate." He is pointed out and laughed at as one disgraced. "He cannot even read and write!"

The time will shortly come when a person who cannot sketch with pencil, pen or crayon will be regarded as one of very faulty education. Think of a man versed in botany and not able to draw a picture of an oak leaf that you can distinguish from an elm! And what say you of a zoologist who cannot make a picture of a horse that will not also pass for a mule? Then what shall we say of a person who can speak English, French and German, and who has passed high in Greek and Latin, who cannot express himself in the very first language, the last and universal language of the picture? Hieroglyphics is the first form of writing, but now in our arrogance we think we can skip this stage of our evolution. Nature has given us the hint, but we refuse, so dear is the first step in civilization. Can we leave it out and go unpunished? Dr. G. Stanley Hall says not.

To learn to draw is not so difficult as to learn a new language. Anybody who will apply himself an hour a day for a few weeks can acquire skill sufficient to draw faces. To be a portrait painter

is, of course, another thing—this is not for the many. Only one man out of ten thousand who knows grammar can write a strong and vivid story, but if he could not write letters to his friends we would regard him as a defective.

Thackeray could write stories and illustrate them, and he usually illustrated them before he wrote them. Writing to Dickens, Thackeray once said: "The delight of my life is to draw pictures, and I never see a funny face—or a beautiful one—without feeling for my pencil and pad."

The fact that as a people we cannot draw makes us poor critics of art—unappreciative. You must have tried a thing yourself before you know the difficulty of doing it in a masterly way.

To be akin to the artist you must have tried to be an artist yourself. And this great truth is what William Morris had in mind when he made his plea for the education of head, hand and heart.

To have hands that are not trained to obey your brain will yet be regarded as a disgrace. All of our education has been a matter of head, and the body has been the prey of chance. But the hope of the world lies in the fact that educated people are getting awake to the truth that in a manual way we are mostly defective, and from a manual defective to a moral defective is an easy step.

To draw, demands that you shall see—you must know distance, size and weight. To draw, exercises and strengthens the sense of values—and to know values is wisdom. And wisdom is nothing else than the sense of values. He who is absolutely deficient in the sense of values is a fool—men put distance between themselves and folly only as they cultivate the sense of values. The sense is simply knowing a big thing from a little one—an important proposition from a trivial one. A man who does not know values is a quibbler and a fusser.

To teach drawing by correspondence strikes many people as strange, but when the other day I saw a woman of seventy taking her first lesson in drawing I just laughed aloud to see what fun it was for her to follow the straight lines, the parallel lines, the curves and circles and send in her "theme." She was learning the miracle and the mystery of the repeated line, to use a phrase of Whistler.

"Your next lesson will be more difficult," I said. "I hope it will," was the reply. Everybody goes to school nowadays—and should. Even grown-ups are not fully grown—at least, none that I ever saw were. That is the way to teach—lead on by simple stages from the simple to the complex.—From S. F. Examiner, January 21, 1909.

ALFALFA: INOCULATION OF THE SOIL

By Louisa McDermott

The latest bulletin on "Alfalfa" sent out by the Department of Agriculture concludes with ten alfalfa don'ts. The first of these ten is "Don't fail to provide for ample inoculation; soil from an old alfalfa field is best." This does not mean that the inoculation by soil transfer is superior to the pure culture. It is more practical for a large field and an old alfalfa field is the best source of soil supply.

This is good advice even in California. In the humid sections, it is absolutely essential. In most of the fertile sections of the irrigated regions, alfalfa grows very well without special inoculation of the soil. The majority of California farmers are aware of this as the following incident illustrates.

On a certain farm, in the reclamation district, about twelve miles from Sacramento, the owner found it necessary to raise his house. Embankments had been raised to keep out the flood waters until the house was virtually built in a cellar. The owner raised the house and then filled in the spaces around it with sand dredged up from the river bed. When it was well banked with sand he decided to give the river sand a good dressing of manure and plant it to lime grass preparatory to making a lawn.

His daughter had been reading agricultural bulletins from Washington and her mind was inoculated with the theory of soil inoculation. She suggested that he inoculate the soil and put it to alfalfa. That would give them a green cover in a short time and put the soil in excellent condition for a lawn. He immediately asserted that alfalfa would grow all right without any soil inoculation. And he was an alfalfa farmer too.

Well the upshot of it was that they divided the space. She sent to Washington for a pure culture, followed directions exactly and inoculated her seed. At the same time they planted their respective spaces. Her father used what he was pleased to call "just plain straight alfalfa seed."

The results justified his assertion. His patch of alfalfa grew, got its root tubercles in due time and he had a good stand of fairly thrifty alfalfa. But science also was vindicated, for the lady's patch of alfalfa had the start and it kept the lead. It opened up business with its partners, the free nitrogen fixing bacteria, right there and ready to begin work at once. The difference between the two small fields was so

marked that the practical farmers of the neighborhood gave the inoculated one their unqualified approval. There was something in this theory of soil inoculation after all.

There is, to be sure, a great deal in it. It embodies an important scientific principle and it gives practical results. There are a great many possibilities in it and one may do what he has not aimed to do at all. A field inoculated for free nitrogen fixing bacteria may at the same time be inoculated with serious plant diseases, or it may be seeded with vicious weeds. Due care should be exercised and the farmer should know, absolutely, the character of the soil with which he inoculates his field.

Agricultural science is very young. It is not so long since Berthelot made his sensational announcement, "The soil is alive." Today that knowledge is common property. We all know that the soil lives and breathes. We know that it teems with life. When we have experimented with that life, and the possibilities of that life, we realize it, and that is a vastly different thing.

If you wish then to get the real joy out of your study of agriculture, do not omit the experimental part. Boys are enormously fond of the experimental side of this work. A number of very excellent experiments may be performed with the inoculation of soils. I give one in detail. Others will suggest themselves as the work proceeds.

We start out to sterilize the soil and then inoculate it. For this work sand is better than clay or clayey loam. Its physicial condition need not be harmed by the heat. Then too California sand is good soil, much better than the sandy soils in the middle west.

Take a quantity of sand, enough for two fair sized flower pots. Heat in an oven to kill the bacteria. If the sand is kept dry and heated several times the majority of the bacteria will be destroyed. Then put the dead sand into the two flower pots. In one plant alfalfa seed that has been inoculated, in the other plant ordinary alfalfa seed, label the pots with date and kind of seed planted and put aside.

The pure culture for the inoculation can be obtained from the Department of Agriculture at Washington, D. C. Full directions accompany every culture and all one needs to do is to follow these directions implicitly. These cultures are sent out in hermetically sealed tubes. The contents are mixed with clean water, and certain chemicals included with the outfit are added to the solution to form the food supply of the germs

while they are multiplying. When the solution becomes cloudy or of a faint milky appearance it is ready for use. It is then applied to the seed. The seed should be dried in a shaded place and sown at once.

If it is not possible to secure the pure culture from Washington, inoculate one pot of sterile sand with soil from the roots of a vigorous alfalfa plant. If there is no alfalfa field convenient, soil from around the roots of sweet clover will do. The sweet clover is a common weed and easily obtained. In the south, burr clover is common and soil from its roots will answer. Use only a small quantity of the inoculated soil and put it on the seeds. Both pots are kept in a sunny place, well watered and well aired. The results will show the power of bacteria.

It is much better to use the pure culture if possible. That gives one practice in handling cultures and besides the evidence seems to show now, that the bacteria in the pure cultures are superior to those generally found in an alfalfa field. A third pot of sterile sand inoculated with soil from an alfalfa plant would make this comparison possible.

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CORNER STONE OF THE NEW NORMAL SCHOOL AT SAN JOSE

The corner stone of the new State Normal School at San Jose was laid June 23rd under the auspices of the Alumni Association, Lawrence E. Chenoweth, President. Mr. Chenoweth was introduced as chairman of the day by Dr. Dailey. He made a few appropriate remarks on the importance of the occasion and asked Alex. Sheriffs, City Superintendent of San Jose, to speak in behalf of the Alumni. He spoke in part as follows:

"Those of us who graduated from the old brick building which stood here before the earthquake, learned to look upon that building with admiration. Many have deprecated the fact that its old walls had to be torn down, but we must not allow sentiment to stand in the way of progress. It is for the best interests of the teaching profession of California that the old building should have been demolished and that this new and grander one shall take its place. Those of us who appreciate the eagerness of the child for knowledge and know the trials and tribulations of the school teacher, will agree that no building, however well designed and constructed can be too good for the boys and girls who are to be the citizens

of the future and for the teachers who are being trained here to dedicate their lives to the upbuilding of character and the manhood and womanhood of California. We who have graduated from the Normal School hope the new building may be devoted to all that is high and good and glorious. We hope it may stand for the highest principles in education so that the people of the State of California may feel that they have been justified in making all of these expenditures in this city."

Miss Bess Bozarth's Address

On behalf of the graduates who have just completed their work in the school, Miss Bess Bozarth spoke with an appreciation of what may be realized through the laying of the corner stone. "It means much to the citizens of San Jose," said she, "and it means a great deal to the State at large. It means also a closer and fuller relationship among the students of the school who have been harbored in shacks. Although we have grown to love them, we realize that they foster a laxity which should not be. The students are glad to be here to witness the laying of this corner stone which means encouragement to their strongest purposes and noblest desires. It has been well said that a beautiful building is no small factor in modeling the character of the student. The laying of this corner stone means a new epoch in the life of every student who enters this building which will equal in grandeur anv Normal School in the United States."

Dr. Ellwood Cubberly's Remarks

Dr. Ellwood Cubberly, of Stanford University, then addressed the assemblage. He said the event gave him pleasure because he had been a member of the faculty intermittently for five or six years. He said also that he had experienced all that had been referred to by the previous speakers. He hoped some day to be able to address the students in the new and magnificent building about to be erected. "It seems to me," said Dr. Cubberley, "that the earthquake was exceedingly good to you, for it shook down a building not very well adapted to the needs of this great and growing and prosperous Normal School. It will give you in place of it one of the finest buildings for Normal School purposes in the world. It is fitting that we should have a school in the type of the old Franciscan fathers—a Mission school. It may typify also that it has a mission in the world and the students may go out with something of the missionary spirit of those old fathers

who labored in this valley so many years ago. The kind of training which one can get in the old Franciscan type of building inspiring a feeling of that spirit of service characteristic of the Franciscan fathers, is that which you are about to have and I congratulate you most heartily on the achievement."

Deposited in Box

A letter of instruction from State Engineer Ellery to the contractors with respect to proceeding with the work of construction was read. It, together with the following articles, was deposited in the stone, in a pocket prepared for their reception: List of members of the Alumni Association of the San Jose Normal School; list of officers of the association; list of the faculty of the State Normal School; program for the week; and current newspapers. In the absence of Judge Tuttle, of the Board of Normal School Trustees, who was to have officiated in the laying of the stone, Dr. Dailey performed that office, thus completing the ceremonies.

The Alumni social meeting was held on the afternoon of June 23rd. Dr. A. F. Lange delivered a delightfully humorous address, and was followed by Dr. Thorndike of the Columbia University. The final exercises held on the evening of June 23rd, included the presentation of the play, "The Man Behind the Powder."

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SANTA BARBARA STATE NORMAL SCHOOL OF MANUAL ARTS AND HOME ECONOMICS.

By Job Wood, Jr.

The teachers of the State may not know that on the 27th of March Governor Gillett approved a bill passed creating the above named Normal School. The Legislature appropriated $10,000 with which to begin the work of training teachers for this most important branch of public education. The Board of Education of Santa Barbara has taken hold of the matter with real California energy and has offered for the use of the State the most excellent Manual Training building recently completed for the large sum of $1.00 per year. This school is the result of several years of enthusiastic and energetic labor on the part of Miss Ednah Rich who has really created the interest in this work which has resulted in the establishment of this State Normal School.

A visit to this school and a half hour's talk with Miss Rich

shows one where the enthusiasm that caused the members of the Legislature to create this school arises. Miss Rich actually lives this work. Her whole thought now seems to be the mission that she has to pass this work on as she sees it. In the past it has been the teaching of the children by this system, but now she realizes that she meets too few of the great mass of California children. She wants to train teachers who can go out and meet many children and teach them that labor is honorable and that they are valuable only as they are able to do the work their hands find to do.

The school will open about the first of September. Who will be its first students? Who may enter? Miss Rich is first practical and then theoretical for she bases her theory on actual practice. She wants enthusiasm first and then teachers who will be of service in this great work. Teachers of manual training are wanted in many schools and in many States. Here is a most excellent chance for the teacher, either man or woman, who wants to teach in manual training work. Miss Rich wants teachers of experience to enter as students. Of course the more education a teacher may have the better but it is not her plan to require for entrance those who have graduated from Normal or University but to look rather for experience and good judgment. The State has created a Trade School for orphan children. This school must have teachers. Should we not expect better results from California teachers who know the conditions and who have taken up this work and been thoroughly trained in the work such as will be given in this Normal School? Here is a good opening for the well trained teacher.

Those wishing to take up this work will do well to address Miss Ednah Rich, President of the above named school, Santa Barbara.

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EDWARD EVERETT HALE'S RULES FOR WRITING

(Died June 1909)

1. Know what you want to say.
2. Say it.
3. Use your own language.
4. Leave out all fine passages.
5. A short word is better than a long one.
6. The fewer words, other things being equal, the better.
7. Cut it to pieces.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

SCHOOL OF AGRICULTURE, DAVIS, CALIFORNIA

Comparatively few California farmers have been in a position to know of the number and variety of experiments which are being conducted on the University Farm at Davis, with the aim of improving the quality and yield of farm crops. The cereal department alone has fifty acres devoted to such experiments. These include simple variety tests of hundreds of varieties of wheat, barley, rye and oats; over eighty varieties alfalfa, and about one hundred and thirty varieties of legumes. Numerous fertilizer tests are under way; some of them aiming to discover the effects of different amounts of the same fertilizer, others to discover the effects of different combinations, upon the composition and yield of the grain crop. Still other experiments are testing the value of certain crops in rotation with wheat, toward improving the quality of the grain. In this way horsebeans, peas, rye, vetch and burr-clover are being investigated. By a method of soil and seed exchange with other parts of the State and other States, the effects of soil and climate upon the composition of wheat are being studied. Tests of the comparative value of deep and shallow plowing are under way; also experiments to compare the results of drilling and broadcast seeding in both deep and shallow plowed ground. There are investigations into the rates of seeding, from 75 to 120 pounds to the acre, in both deep and shallow plowed ground. And there are tests of the effect of water upon growing grain crops, as applied at different stages of maturity.

All these experiments are those of a single branch of the work done at the University Farm. They must be repeated for several years in order to get conclusive results. When these results are ready, they will be sent to those to whom they properly belong—the farmers of California.

"It may be of little importance who is chosen Governor or President, but it is of the greatest moment whom we shall have for

SCHOOL DIRECTORS."

THE LUNCH BOX

The use of paper napkins and paraffin paper has revolutionized the possibilities of daintiness and attractiveness in the school lunch. Napkins are likely to become soiled the first day, and if they are linen they must either be replaced, which adds materially to the family wash, or must remain in unattractive form. Paper napkins, if uncolored, are safe to use and need not be unbeautiful. Paraffin paper makes it possible to keep one food from adhering to another and to keep sandwiches, cake, and similar foods moist. Plain white paper napkins may be bought for 35 cents a hundred. Paraffin paper is sold at the rate of 24 large sheets for 5 cents.

When there is a chance to wash dishes in the school, it is not impracticable for each pupil to have his own knife, fork, spoon, plate, and cup. Enamel ware plates and cups are suitable for this purpose because light. Lunch boxes modeled after the expensive tea baskets used by automobilists can be be made at little expense out of small wicker telescope bags. Supports for the utensils can be made by fastening narrow leather straps to the sides of the basket. The telescope is mentioned because the price is low, but a basket with a hinged cover is more convenient.

The Contents of the Lunch Box

In preparing a lunch-box lunch the same scheme may be followed as in the planning of the entire diet. As the mother looks ahead from day to day she can plan to have on hand always, besides the bread and butter, a protein-rich food, a fruit or vegetable, and a sweet. If milk or stew is provided at the school this supplies the protein-rich food and also the needed liquid. Let us suppose a potato soup is served at the school. If made with undiluted milk and served in sufficient quantity, it may be considered as satisfying the protein requirement. A lettuce sandwich and a fig, date, or prune sandwich, an apple, and a piece of cake, or rather that article dear to the heart of childhood, a small frosted cake, would make a dainty and reasonably well balanced meal.

A cup of cottage cheese, a slice of potted meat, meat or fish sandwiches, the yolks of eggs seasoned and spread between slices of bread and butter, or a cup custard, are possible ways of serving protein-rich foods.

Raw figs, dates, or prunes, baked apples, apple sauce, stewed dried fruits, or fresh fruits satisfy the demand for cellulose-rich foods.

The sweets may be in the form of plain cake, cookies, sweet sandwiches, sweet chocolate, or pure candy.

We would remind those who think that this meal is oversweet that it is better to have it oversweet than overfat. Sugar is rapidly absorbed while fat is the last substance to leave the stomach. Butter and mayonnaise dressing are the best forms in which to put fat into the lunch-box lunch. The latter, however, is an expensive food, and the butter is as digestible and wholesome. It is not so important to try to introduce wholesome fats into this meal as to exclude unwholesome ones. Fried foods should never be a part of the school lunch.

—Caroline Hunt, U. S. B. of Ed.

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TO TRY GROWING OF EASTERN HARDWOODS IN CALIFORNIA

The Pacific Coast will soon be the scene of an interesting tree growing experiment. The United States Forest Service is planning to introduce a number of the more important eastern hardwoods into California, and will this year experiment with chestnut, hickory, basswood, red oak, and yellow poplar or tulip trees. Small patches of these trees will be planted near the forest rangers' cabins on the National Forests, and if these do well larger plantations on a commercial scale will soon be established on wider areas.

There are over 125 different species of trees in California, a number of which produce some of the most valuable varieties of lumber in the country. Although considerably over one-half of the species are hardwood or broad-leaved trees, yet, with the exception of the exotic eucalyptus, there is not a single species of hardwood here ranking in commercial importance with the leading eastern hardwoods. Climatic conditions in many parts of California are undoubtedly favorable for the growth of a number of the valuable hardwoods, and the absence of these trees is due mostly to unfavorable factors of seed distribution.

If the experiments are successful, a valuable asset will have been added to the forest resources of this State, which should prove of special benefit to the local furniture and vehicle industries. Chestnut and red oak are highly esteemed for furniture, while with hickory, basswood, and eucalyptus at its command, California should lead all other States in the vehicle industry.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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EDITORIAL NOTES

By Harr Wagner

Ho for Vacation!

The teacher without conviction on professional ethics is worse than an alien without morals.

* * *

President E. A. Cox has announced that he will give no one a place on the program of the C. T. A. who asks for the job. This is a good rule and followed up properly will keep the Young Patrick Henry's from making impassioned speeches on "Give me Liberty or Give me Death." Incidentally the man with a message must be coy and wait to be asked.

* * *

Petty larceny is a crime. The professional political educator is a greater criminal than any larcenist. He steals the ideals of the youth.

* * *

We admire men who have the lure of work—intelligent work. The waste of strength on material or mind that is not worth while is like being a tourist in a continuous tunnel.

The C. T. A. is on the unfair list, E. Morris Cox and L. E. Armstrong, the president and secretary of the C. T. A., have asked, pleaded and petitioned that the journal they edit, direct, publish, control and circulate be designated as the official organ of the Department of Public Instruction. According to the rule of professional ethics promulgated by Mr. Cox and the Association, it is unprofessional to apply for a position where no vacancy exists. Mr. Cox and Mr. Armstrong are after my job. As the man said when he tapped himself on the forehead: "There is no vacancy" * * * * * The stars indicate several opinions not yet expressed.

* * *

The day of machine organization is past. The new day is here. The great reforms will be accomplished not through the mediocrity of machine power, but through the organization of sublime mental leadership.

* * *

Temperance

The urge of the call for temperance is great. There never was a time when the undercurrent was so strong for sweeping out of existence in a mighty wave of protest the vicious saloons. The curse of drink is not a faded metaphor. It is a real curse.

WHEN GOD LETS LOOSE A THINKER

By Ralph Waldo Emerson (1803-1882)

Beware when the great God lets loose a thinker on this planet. Then all things are at risk. It is as when a conflagration has broken out in a great city, and no man knows what is safe or where it will end. There is not a piece of science but its flank may be turned tomorrow; there is not any literary reputation, not the so-called eternal names of fame, that may not be revised and condemned. The very hopes of man, the thoughts of his heart, the religion of nations, the manners and morals of mankind, are all at the mercy of a new generalization. Generalization is always a new influx of the divinity into the mind. Hence the thrill that attends it.

The drinking man, the man who calls for freedom is nevertheless ready to vote for a "dry town." The only votes for liquor are the votes of the material interests. The time has come when the State of California must follow the lead of other States and vote by popular majority the proper regulation of the liquor tariff. The rights of all must be protected, but first of all the rights of children.

* * *

OFFICIAL SCHOOL JOURNAL

The Western Journal of Education is the official publication of the public schools of California, and by process of law it goes to the clerk of every school district and every school library in the State. Thus reaching all the trustees and the teachers of the State, it affords a great opportonity to distribute the good ideas and the improved methods, and to stir the ambitious spirit, that ought to shape the schools of California.

We are glad to see that the State Superintendent of Schools and his office force are rising to the occasion and making use of this medium of communication. They are conducting regularly an official department in the Journal that has been attracting general interest and wide comment among the school people. The most popular part of this department is the "Little Talks" by the Superintendent himself, in which he addresses his teachers directly, detailing his experiences and thoughts as he travels about the State, offering advice, pointing out abuses, suggesting improvements, etc.—Salinas Index.

* * *

THE N. E. A. MEETING IN DENVER

The N. E. A. in its meeting at Denver, July 5-9, voted in favor of San Francisco 1910. Superintendent Joyner of South Carolina was elected President, A. H. Chamberlain, Treasurer, and Irwin Sheperd of Winona, Secretary.

* * *

The clerk of each Board of School Trustees should be sure to secure a copy of Superintendent Hyatt's Biennial Report. It will be out in two weeks, and will have much of value for the school trustees and teacher.

* * *

Dr. C. C. Van Liew, President of the Chico State Normal School, is attending the N. E. A. in Denver.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shephard, Secretary, Winona, Minn.

NOTES.

W. J. Savage and J. E. Wall have been elected members of the Board of Education in San Mateo County.

* * *

The Montara School District has voted $18,000 for bonds for the new school houses, to accommodate the children in rapidly growing suburbs of Montara, Moss Beach and Farallone.

* * *

Hon. Thomas J. Kirk, Vice-President of Heald's Colleges, and formerly Superintendent of Public Instruction, has resigned, to devote himself entirely to his large private interests. Mr. Kirk states that the work of the past two years has demonstrated to him the fact that the business college has an important place in the scheme of public education, and that one of the pleasantest recollections of his life will be that through Heald's Colleges on the Pacific Coast he was able, during the past two years, to assist to good business positions hundreds of deserving and well prepared young men and young women.

* * *

G. A. Clark, Secretary of President Jordan, has been appointed special investigator for the United States Government on the seals of Pribilof Islands.

* * *

Dr. E. B. Hoag has been elected medical director of the public schools of Berkeley, Cal. Dr. Hoag has made a record for good work on professional lines in Southern California.

* * *

Do you desire to have your son or daughter to be given practical business training, then write to Gallagher-Marsh Business College, 1256 Market street, San Francisco. See the full page announcements on the back page of this issue.

* * *

H. A. Adrian, City Superintendent of Santa Barbara, has resigned, and will probably engage in institute work in the Western States. Superintendent Adrian, during his term of office, was elected President of the S. C. T. A. and took an active interest in all educational work.

On Saturday evening, June 12th, the Los Angeles City School Masters' Club held its closing session and banquet for the school year. One hundred and ten men were present, and addresses were made by Dr. E. C. Moore, Prof. J. M. Monlux, Prof. John H. Francis, and School Director Joseph Scott.

* * *

The Board of Education of Santa Monica City have increased the maximum salaries for grade teachers to $900.00 per year.

* * *

Prof. A. F. Wood has been elected principal of Huntington Park Union High School, and Prof. Charles D. Higbee has been elected principal of Montebello High School. These are the two newly organized high schools in Los Angeles County.

* * *

On the third day of July the electors of Playa Del Rey and Ocean Park City School Districts will pass upon the question of organizing the two districts as a Union High School District.

* * *

Claremont City will institute the ninth year of the post-graduate grammar school course next September, as the first step toward the establishment of a high school. Prof. Frank F. Palmer, principal of San Dimas School last year, will teach this ninth grade, and will be assisted in his work by Prof. Russell and Prof. Stearns of Pomona College.

* * *

The Supreme Court has awarded the possession of Terminal Island to San Pedro. By this decision Long Beach City loses 83 census children, and 59 units of average daily attendance, and San Pedro City makes a corresponding gain.

* * *

Prof. O. E. Albertson succeeds Prof. G. Walter Monroe as principal of Whittier Union High School. Prof. Monroe will take up work in connection with the State University.

* * *

Prof. W. A. Sheldon leaves the principalship of Citrus Union High School for a position in Harvard Military College. Prof. Edward Solomon goes from Huntington Beach to Citrus Union High School.

* * *

J. H. Francis was given an ovation on his return from Europe by the Polytechnic High School. This school is the best of its class in the west. Mr. Francis spoke as follows to his students:

Makes Felicitous Address

"I don't know what to say," he began in a most unaffected manner; "to say I am glad to be back and proud of you all would only be a common-place statement. I can't express my feelings in words, but of all I have seen, of all I have heard, of every country I have visited,

of every race of man with whom I came in contact; after all the beauties of the old world, its art, its literature, everything, I am prouder than I ever was to know I am an American. I saw the world's masterpieces of art, but to me the beauties of the Stars and Stripes on Old Glory there, hanging above you, are greater by far."

In speaking of European conditions generally Mr. Francis said in part:

"As I went through this country from the Pacific to the Atlantic I thought that war with any foreign nation must be impossible, but when I entered Europe my idea was entirely changed. I thought it only a miracle that war is averted. Everything in Europe is military. Every country is ready for war, and martial training is part of the education of the nations.

"The Europeans believe us to be a money-mad race. While in England a man told me so in a heated argument. 'You Americans, don't yer know, are awful money-grabbers.' I told him, however, from what I had seen of European countries they were all after the same thing.

" 'But,' he continued, 'America is full of grafters and thieves.' That was a little harder to answer, but I got around it by telling him that personally I didn't see much in Europe that was worth while grafting at."

* * *

The coming meeting of T. A. N. C. will be the topic of greatest note during the coming few months. Tehama County hopes to be able to give a grand greeting to all who come, including the jovial bookmen.

* * *

Hugh J. Baldwin of San Diego and Duncan MacKinnon, Dr. C. C. Van Liew and others have attended the N. E. A. Convention in the interests of securing the meeting for 1910 for San Francisco, Cal.

* * *

Ednah Rich has made a tour of Southern California in the interests of the new State Normal School at Santa Barbara, and later went to Denver to the N. E. A.

* * *

J. D. Sweeney of Red Bluff is writing a series of practical articles on school affairs. The Marysville Democratic of May 15th contains a vigorous article on the legal relations of High Schools and Grammar Schools.

* * *

The Red Bluff High School has retained all the teachers for the coming year. A man has been added to take charge of the commercial work. This is a much needed reform as heretofore that department has not had the attention that the public demands. H. S. Gans was re-elected for the Red Bluff district high school trustee. Eighteen young men and women were given diplomas of graduation from the school.

The Los Angeles State Normal School graduated from June 30, 1908 to June 30, 1909, 242 pupils, the largest number ever graduated in one year.

* * *

Wayne P. Smith, City Superintendent of Redlands, has resigned and C. H. Covell has been chosen as his successor.

* * *

Professor Witter of Redlands, author of the Witter system of bookkeeping, is traveling in the interests of his text books in Northern California. Mr. Witter has a very practical system of bookkeeping and is meeting with success in introducing the system into the schools.

* * *

Professor Henry Meade Bland will deliver a series of lectures at the University of California, Summer Session on California Literature.

* * *

Dr. W. F. Snow, Professor of Hygiene at Stanford University, has been appointed Secretary of the State Board of Health.

* * *

Harry D. Maxim, the athletic school principal, who inflicted corporal punishment on one of his pupils, is in demand. A number of grammar school principalships where the trustees believed in physical persuasion was offered him. He has accepted the principalship of the Madera School.

* * *

The firm of C. F. Weber & Co. is one of the largest, if not the largest dealer and manufacturer of school supplies West of Chicago. In their new salesrooms at No. 365 Market street, San Francisco, they have on display practically every article of apparatus and equipment used in the modern school, from the country school to the university. This concern has been successful in securing annual contracts with the majority of the city school Boards around the bay.

* * *

The school census for Los Angeles County shows a gain of 3,839 census children for the year. The total number of school census children is 88,495.

* * *

Miss Anna T. Haley, the efficient principal of The Homestead School, San Mateo, achieved quite a record in the recent carnival by her active work in making it a great success. Miss Haley in discipiline, progress in studies, and genuine solid educational work has given the Homestead School an excellent reputation.

* * *

The Alumni Association of the San Jose State Normal School officiated at the laying of the corner stone on June 23rd, Lawrence E. Chenoweth, President of the Association, was the chairman, M. E. Dailey and Dr. Ellwood P. Cubberley made the principal addresses.

TEHAMA COUNTY

Out of 111 applicants for graduation from the grammar schools of the county the County Board of Education passed 66. Many wrote excellent papers but not a few gave evidence of not being in any sense prepared for the test. This is largely due to the continual change of teachers and the rapid promotion from grade to grade.

* * *

Six applicants entered the examination for teachers but all failed to pass the test studies. This same thing happened at the last examination. The day of the county examination is about over. It is an expensive thing for the results obtained and though it had its place in the past is not much needed now. But one certificate has been granted in this county in three examinations, costing the county not less than $300.

* * *

The trustees of the Red Bluff Grammar School re-elected the entire corps for the ensuing year except Mr. Musick who would not remain. His work has been very competent and good results have been obtained. At the school election E. E. Stevens was overwhelmingly re-elected. He was the first trustee to be chosen as a protest against the manner in which the principal and vice-principal were dismissed four years ago and his re-election by such a large majority is a complete vindication of those men. Not one of the members of the board that were a party to that dismissal came up for re-election.

* * *

H. L. Bankhead has been chosen as the principal of the Corning School for the next year. The position was offered to J. D. Sweeney but not accepted. Mr. Bankhead taught for years in the county, and served some time upon the County Board of Education.

* * *

Miss Mamie B. Lang will continue at the head of the Antelope School.

* * *

Mrs. S. D. Pearce will visit Cuba during the vacation.

* * *

Miss A. E. Grier, Latin teacher of the Red Bluff High is to sepnd the summer in the East.

* * *

Two teachers have married since the close of school, Misses Page and Strawn.

* * *

Miss Laura Lopp, who recently wedded Frank Holoman of Vina, has left the school room.

* * *

Tehama County is well represented in the graduating class of the Chico Normal. We are also proud of our university representatives at U. C.

Oak Park is to build a neat and commodious modern school building. This is one of the two new schools in the Los Molinos Colony. Five years ago there were not a dozen children in that section and now there are two fine schools.

* * *

At the recent meeting of the Supervisors, Miss Mamie B. Lang and J. D. Sweeney were re-appointed as members of the Board of Education. Mr. Sweeney is the high school member of the board.

* * *

THE NEW STATE NORMAL SCHOOL AT SANTA BARBARA

Trustees of the State Normal School, Manual Arts and Home Economics, Santa Barbara: Mr. Clio L. Lloyd, Santa Barbara, Mr. M. B. McDuffre, Santa Barbara, Mr. Robert Easton, Santa Maria, Major Driffee Oxnard, Mr. A. Bonheim, Sacramento, Governor Gillett, ex-officio State Superintendent Hyatt.

The State Board had a conference at the Anna S. C. Blake Memorial School and elected Miss Ednah A. Rich president. Miss Rich also retains the supervision of the Anna S. C. Blake Manual Training Schools, a part of the public school system of Santa Barbara, Miss Mary H. Tracy, Director of Manual Arts Department, Miss Nelle F. Welles, A. B., University of Illinois, Director of Home Economics. There will be a fee for laboratory and for material. No tuition. length of school year ten months, June 17, 1910. Practice teaching will be required in the Manual Training Department of the Santa Barbara Schools.

The city of Santa Barbara has offered a choice of several beautiful sites for the school and at the July meeting of the State Board—when Governor Gillett will be present—the site will be chosen. Two years hence the Legislature will make the appropriation for the building and equipment, for the school year will open August 20th. School organized for the purpose of training teachers in special subjects only. Must require preparation in methods of teaching, pedagogy and psychology before entrance.

Teachers having had a year or more of successful experience—Normal and University graduates and students from such institutions bringing satisfactory recommendations will be admitted to either department.

The one year course will entitle the graduate to teach in elementary and grammar schools in the special subject studied.

All applications should be sent as promptly as possible to the President, Miss Ednah A. Rich, State Normal School, Santa Barbara.

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The State purchased South Pasadena City School District's sixty thousand dollar bond issue, which runs from one to forty years, in fifteen hundred dollar bonds, at 5 per cent interest. The State pays a premium of eight thousand and fifty dollars for the bonds. This is probably the highest rate of premium ever paid for a school bond issue.

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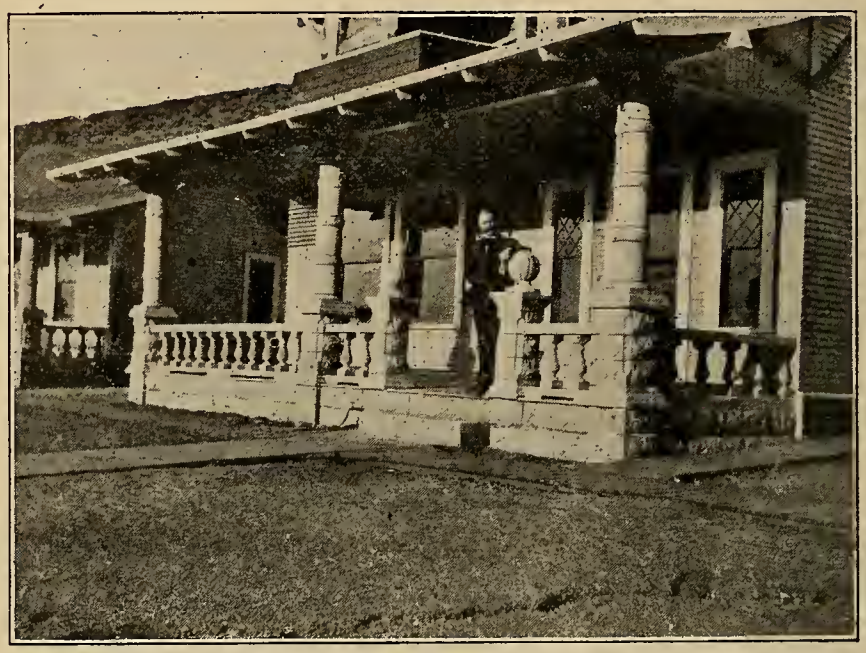

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San Francisco will have a million population in 1918. Montara will have five thousand. The choice residence lots now $250 will then be worth $2,000.

Study the growth of the suburban towns of large cities, then come to Montara and buy. Come down to the beautiful new city of Montara. We have 50 homes, a new hotel, a new school, and are building all the time.

We will sell bungalows for $10 down and $25 per month. We will sell you garden land for $10 down and $20 per month. We will sell you lots for $10 down, and $10 per month.

Write for copy of Montara News.

Montara Realty Development Co., 303 Phelan Bldg., San Francisco

This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

August, 1909

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THE WESTERN JOURNAL OF EDUCATION

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The Western Journal of Education

Vol. XIV AUGUST, 1909 No. 8

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FREDERIC BURK.....President State Normal School, San Francisco
EDWARD HYATT, Secretary of Board...Supt, of Public Instruction, Sacramento

Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Doctor Foster Gone

For a year or more Dr. Foster, the secretary of the State Board of Health, irradiated these pages with his simple, direct, common-sense health talks. They were thoroughly admirable, were really classics in their way. I hope every teacher who had the chance appreciated them and used them, for now they will come no more. Dr. Foster has resigned from the State Board of Health and has been employed by Oakland Schools at a salary of $3600, to look after the health and development of the children there. Oakland is fortunate to get the services of this wise physician, this kindly and experienced man of the world.

*
* *

And Dr. Snow Has Come

Dr. Foster's place on the Board of Health is taken by Dr. W. J. Snow, who has been for years the Professor of

Hygiene at Stanford University. He is a self-sacrificing enthusiast in the cause of public health. He it was who took charge of the Special Car of Health that has traveled about the state showing the people how to combat tuberculosis, typhoid, diptheria, and the other preventible scourges that kill off mankind. This car was filled with a wonderful collection of models and exhibits, illustrating such vital matters as milk supply, water sources, germ diseases, ventilation. These models were devised and built by Dr. Snow, and he spent his whole time for many weary weeks going with the car wherever it went, speaking, lecturing, explaining all day and part of the night—entirely without compensation of any kind. He is deeply interested in schools and makes a special effort to serve them with his interesting and wonderful car. Sometimes the teacher and all the pupils come in the evening and listen to the regular lectures; sometimes the school or a part of it comes in the day time and goes over the whole thing at leisure. Sometimes the Doctor takes the exhibit of a part of it to the school house and makes a talk there. He is always ready and anxious to co-operate with teachers and superintendents in any of these ways. He has a vital gospel to preach—the gospel of cleanness and health; and he is deeply imbued with the idea that the only efficient way to do it is to reach the coming generations. Can't teach the old dogs new tricks.

*
* *

Look Out for the Car

But we school teacher people must make it our particular business to stay out of the class of old dogs. It is through us that good changes of this kind must filter. This thing of public health—this new light on disease—this gospel of prevention by sunshine and outdoor air and play—it is one of the coming things. It is one of the things that is to be demanded by the world. It is one of the things that will be necessary to school teachers as part of their equipment. Maybe our jobs will depend upon it. We can never afford to get behind in the procession. Let me urge every teacher and every superintendent to take notice of it. Keep track of the newer books about it. Find out what it is that is being done by Leslie in Los Angeles, Hoag in Pasadena, and Foster in Oakland. Read and make your own everything we shall be able to persuade Dr. Snow to do in these columns. If Snow ever

comes near your bailiwick in his Health Car, use him, use him in all ways you can, in institute, in school, in evening entertainment, in social call.

*
* *

A Political Observation

And let us not forget to observe and admire the fact that here is good come out of Nazareth—that here is a political position filled by appointing the man peculiarly fitted for it. Pessimists would expect it to be filled by some political heeler, some hanger-on who works a pull for a job. It seems to me a singularly hopeful and encouraging sight to see a quiet, modest, unassuming man who has never been heard of politically, sought out in this way by a state administration and given a position worth $3600 a year, just because he was fitted for it. Mind you, 'twas no easy thing to do, either. There's no lack of medical men with political influence to demand the place and to sneer at an administration that does not "reward its friends."

*
* *

Little Reminders

County superintendents will observe a slight change in the law governing the granting of temporary certificates. The temporary certificate cannot be granted now to persons from outside the state unless they are **graduates of colleges or normal schools.** This will be found an excellent thing, saving the county superintendent frequent embarrassment.

County boards of education in granting special certificates are empowered to recognize **"any credentials"** that satisfy them of the applicant's fitness. Now it is reasonable to suppose that by "credentials" the law means some certificate, diploma or document formally issued by come educational authority as evidence of training or scholarship. A personal recommendation, for instance, could hardly be called a credential. Yet I know that a letter from the minister and one from an old teacher and one from a sister's husband back East are often presented as "credentials" by those who have nothing better. Observe that special certificates should be issued either as elementary grade or secondary (high school) grade. And observe that in recommending an applicant for a special life diploma the county board must specify the grade desired and send along a special county certificate of the same grade.

Off for Denver

On July 2nd, I left Sacramento for Denver, to attend the meeting of the National Educational Association, from July 5th to 9th. We took the Union Pacific line, the most direct route east. We crossed the Sierras of California, the plains of Nevada, the Great Salt Lake of Utah, the Rocky Mountains of Wyoming and Colorado. Denver is in the Rocky Mountains, just one mile above sea level. We reached it after two nights and two days of steady travel, and put up at the Brown Palace Hotel, a tremendous flat-iron building of red stone. This was the headquarters of the N. E. A. In the interior was a great lobby reaching up the whole eight stories to a roof of colored glass

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The Brown Palace

This was the largest and grandest hotel of the city. It was not so rich nor so striking nor so interesting nor so artistic as the fine hotels of San Francisco and Los Angeles. It made itself infamous all over the United States by raising its rates for the convention and charging exorbitant prices. For instance, the California people engaged a room for state headquarters. It was on the second floor, not fronting on the lobby, but reached through a dark hall. It was a room of moderate size, furnished only by a sideboard, a sofa, a table and half a dozen chairs. The charge was $75 per day! Three hundred and seventy-five dollars in cash was paid for the five days of the meeting, to say nothing of the extras. Then, of course, every Californian stopping there paid for his room besides. My own was a very ordinary one, on the seventh floor, without a bath, and it was $5 per day. Others were $10 to $15 per day, with extras for such things as dusting and cleaning, etc—in one case $19 for the week for these extras. All this, of course, was for rooms only—meals were extra, again.. Of course, everybody was very indignant, but it did no good to kick. At the final meeting when the usual resolutions of thanks were adopted, a motion was made by the Oklahoma people to exclude the Brown Palace from thankfulness. The president quickly suppressed it, refused to entertain it, amid general regret. It was a somewhat embarrassing situation for the officers of the N. E. A., who selected the headquarters.

In the Lobby

At all hours of the day and night the lobby at headquarters was filled with a seething, pushing mass of humanity, talking, arguing, feverishly rushing here and there, shaking hands, introducing, laughing, chattering, gossiping, jollying and doing all the other things gregarious animals do in public. It was amusing to see the tremendous earnestness of it—individuals in long-tailed coats haranguing every one who would listen to the claims of Milwaukee or San Francisco as a meeting place; violent partisans of this one and that for president; hot air experts and wind artists blowing off their imprisoned gases; promoters and fanatics galloping about on favorite hobby horses; people full of inside information pouring it outside as fast as possible; sleek bookmen extending and cementing their friendships; hurly burly, babble bubble, helter skelter, bang!

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California Delegation

There was a large delegation of Californians, who went to get the next meeting for San Francisco. They were sent by various commercial organizations to capture the convention for the state. The leaders were Thomas Hayden of San Francisco, Superintendent Duncan McKinnon of San Diego, and Superintendent J. A. Barr of Stockton. They had a difficult and ticklish task, and managed it with energy, skill and success. The vote of the directors was 20 for San Francisco, 10 for Milwaukee, 4 for Boston. The final decision was left to an executive committee, which will probably confirm the action of the directors. Duncan McKinnon was re-elected state director and A. H. Chamberlain, treasurer of the N. E. A. for next year, a very proper recognition of their past services.

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The California Poppy

The badge of the Californians was a large and richly colored golden poppy made of silk and mounted on a long stem of wire. It was strikingly life like, graceful and handsome, much the most fetching emblem of the whole convention. It made the various buttons, ribbons, medals and badges of all the other states look tame and insignificant. Six thousand of them were distributed at the headquarters. Six thousand of

them, children cried for them, the whole association blazed with them. They cost over $500.

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New School Man

Our state headquarters was presided over by Thomas Hayden, one of the members of the San Francisco Board of Education. He was appointed not long ago by Mayor Taylor, so that he represents the reform administration. He is a bachelor, a lawyer, an old school master, and a most kindly, conscientious and agreeable man. His speech to the directors inviting the N. E. A. to San Francisco was a model of its kind and stirred much admiration. I guess we shall hear from Hayden again.

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The Meeting

The meeting was not a great one, either in numbers or enthusiasm. The general sessions were held in the great Auditorium that was erected for the Democratic convention that nominated William J. Bryan for president. A good deal of complaint was made by the officers that the N. E. A. funds were cramped because the railroads did not assist in collecting the membership fees. That is, the railroads sold return tickets without requiring validation from the officers of the association, and many people therefore did not pay the $2 membership fee. The chief expenses to be met are the rental of halls and churches for the meetings and the $4000 salary of the secretary.

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The Presidents

The president was L. N. Harvey of Wisconsin, formerly state superintendent, and now the principal of the Stout Manual Training School. He has a snow white moustache and a cold blue eye—and was a good presiding officer. His successor is James Yadkin Joyner, the state superintendent of North Carolina. Joyner wears a long black coat, is smooth-shaven, has a soft southern speech and a smooth, smiling, ingratiating manner. His educational ideas seem good and he impresses one as a kindly, conscientious school master of the old school. His opponent was Ben Blewett, the city super-

intendent of St. Louis, he who succeeded the celebrated Louis Soldan.

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Sessions and Sections

In the general sessions I did not hear anything great. Probably the most distinct note of the meeting was the idea of health, play, opportunity and development for children. Of course, I could hear very little of the section work. There was such a complexity, such a variety, such a bewildering scattering of subjects and meeting places that no one ordinary human being could get any idea of it as a whole. These large meetings have become a Chinese puzzle, a maze, into which the poor school master enters trustingly, wanders hopelessly, emerges helplessly. They have become feasts of such barbaric profusion, confusion, that they bring on vertigo, double vision and other symptoms of mixed drinks.

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Best Thing of All

The very best of all, to my mind, was the Department of Child Study, which was engineered by George E. Johnson of Pittsburg. It was worked out in a symmetrical and progressive way, a three-days' session, and had some big people on the discussions, among them Luther Gulick and Ben Lindsay, who were, to my notion, the shining lights of the whole association. The first day was the Child at Play; the second, the Child at Work; and the third, the Child in Society. Each day the chairman gave a five minute synopsis of all that had gone before, after the fashion of a continued story. I learned that this same Mr. Johnson is the author of the best book extant on children's games—giving many games and sports for schools and homes.

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Doctor Gulick

Luther H. Gulick of New York, president of the Playground Association of America, and author of the most interesting, most sane and sensible and forcible books on citizenship of recent times, made a splendid talk on children's plays —humorous, interesting, hopeful, inspiring. He is a red haired, red whiskered man, impetuous, lively, vigorous, in

speech and gesture. I understand he is talked of for our C. T. A. meeting next December—he will be highly desirable for that purpose.

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Judge Lindsay

Ben Lindsay is judge of the juvenile court at Denver. Indeed, he is the originator of the juvenile court idea in the United States. Our own Judge Wilbur and Judge Murasky are his followers. He still holds his court in Denver, and many teachers went of mornings to see it.

He is little, wiry, nervous, with a round, almost infantile face, punctuated with black eyes and a small black moustache. He is a fiery, passionate speaker, using manuscript mostly, but often digressing into eloquent side issues off-hand. The burden of his song is justice, justice to children. He shows again and again the rank injustice of our civilized life and our civilized law toward childhood. As late as 1833 boys of ten to fourteen years were condemned to death for small crimes of stealing that now would be only petty larceny—taking some small article from a store, perhaps, through a broken window; and sometimes the just and righteous judge, as an act of great mercy and clemency, would reduce the sentence to life imprisonment! Think of it! A little boy condemned to death or to life imprisonment, for taking a pair of suspenders from a broken window! And Lindsay seems to think that our present laws and our present judges today are almost as unreasonable and as cruel toward childhood as they were then! He thunders continually against the political governments of American cities. Almost invariably they are dominated, debauched by the public service corporations—gas companies, railroad companies, water companies, power companies. These corporations ally themselves with vice—saloons, prostitution, gambling—so as to secure the political power of the city; in order to get franchises on streets and public property worth hundreds of millions; in order to yield dividends, dividends, to the predatory wealth behind the corporations. The effect of this vice, this protected crime, is to debauch children, to weaken and impoverish and disease the coming generation.

Woman Suffrage

Colorado extends to women the right of equal suffrage. During one of Judge Lindsay's addresses some one down in the audience sent up to him a written question. He read it aloud. "Does woman suffrage have any effect upon moral questions?" "Well," replied Lindsay, "I can answer that in one way, and be entirely sure of my ground. After my first term the juvenile court and I would **have been gone and forgotten** had it not been for woman suffrage!"

Rather a striking and impressive statement when you reflect on it, isn't it?

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A Brick City

Never saw such a city as Denver in its lack of wood. You can travel for miles upon miles in the business and residence districts and never see a wooden house. Nearly everything of brick, red, cream, black or white; with occasionally a building of stone or one of concrete. All the time I was there, I only saw three wooden houses, little old cottages of long ago.

The reason is that seventeen years ago the city adopted an ordinance forbidding wooden houses because of their danger from fire. Why is this not an entirely wise and proper thing to do? Why should not the citizens of a great town be compelled to build so that their neighbors may be safe? Undoubtedly it is very economical in the long run. It is only a question of time when a wooden house burns down. Insurance and maintenance of fire protection are vast and continual drains upon resources. The destruction of timber is bad for the nation. Great fires are horrible catastrophies to life and to treasure. Here is material for a good lesson on civil government. Denver, a city of 225,000 people, builds no wooden houses.

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An Invitation

The Convention of City and County Superintendents will be called about September 1st, to meet in the Yosemite Valley. There will be favorable rates on railroads and at hotels. It will be an interesting and memorable occasion. If any other person of the state, teacher or trustee, wished to enjoy the

congenial company and the special rates, certainly we should try to make him (or her) welcome.

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Rebellious Miss Bayne

I called on a teacher the other day who isn't teaching any more. She is running a vegetable ranch—owns it, too. Her sweet corn, cabbage, tomatoes, were rank, lusty, wonderful to see. She gloried in her gardens. Her old father and mother lived with her and she kept a hired boy. She seemed to be about forty years old and had a keen, original mind, a pungent, stimulating speech. Said she: "Oh, yes, I have been teaching for lo these many years—teaching till I just couldn't stand it any longer! I taught Latin in the ———— high school until I became sick of it. What was the use of it? Why should I pound that dreadful stuff into children, when the world is full of real live things to love and to know about—trees and plants and gardens? Oh, it grew insufferable to me—the uselessness of it, the artificiality, the deadness of it! How could they ever use Latin in their lives? Only in one way—to get a job teaching the same stuff to others! And really, Algebra is no better. Think of hammering cube root and Latin conjugations into innocent children, who have faith in their teachers! It is too horrible to think about!"

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Judge Gaynor of New York has been outspoken despite his position on all questions of public interest. Here is his creed.—Harr Wagner.

"Crimes and vices are evils to the community; but it behooves a free people never to forget that they have more to fear from the one vice of arbitrary power in government than from all other vices and crimes combined. It debases everybody, and brings in its train all other vices and crimes. Societies, and private enthusiasts for the 'suppression of vice" should read history, and learn the supreme danger of trying to do all at once by the policeman's club what can be done at all only very gradually by the slow moral development which comes principally from our schools and churches. It would be difficult to speak with perfect forbearance of the strange pretence that the police could not enforce the law if they kept within the law themselves."

Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

COMPARISON OF SCHOOL CENSUS AND FAMILIES LISTED ON CENSUS OF 1909 WITH CENSUS AND FAMILIES OF 1908 SHOWING GAINS AND LOSSES BY COUNTIES

	School Census Listed			Families Listed		
Counties	1909	Gain	Loss	1909	Gain	Loss
Alameda	50,557	1,150		31,322	939	
Alipen	86	12		46		
Amador	2,129		61	1,267		2
Butte	5,664	4		3,421		22
Calaveras	2,478		43	1,304	9	
Colusa	1,651	45		900	7	
Contra Costa	6,502	210		3,960	119	
Del Norte	645		28	349	86	
El Dorado	1,625		39	972		127
Fresno	15,865	710		9,640	711	
Glenn	1,345	70		776	41	
Humboldt	7,559		143	4,340	106	
Imperial	1,887	243		1,149	158	
Inyo	1,071	18		583		43
Kern	5,039	480		3,123	294	
Kings	3,366	508		2,036	311	
Lake	1,388		57	833		14
Lassen	991	20		591		
Los Angeles	88,451	3,836		59,253	2,183	
Madera	1,522	47		930	39	
Marin	4,703	118		2,860	292	
Mariposa	773	45		452	44	
Mendocino	5,035		89	2,852		52
Modoc	1,472	86		831	75	
Merced	3,308	141		2,047	145	
Mono	339		15	103		14
Monterey	4,977	97		2,890		
Napa	3,611	181		2,073	33	
Nevada	3,357		69	1,955		16
Orange	7,579	350		1,983	69	
Placer	3,127		100	1,983	69	
Plumas	858	1		527	19	
Riverside	6,630	510		4,136	333	
Sacramento	10,898	233		7,239	212	
San Benito	1,601	9		962	14	
San Bernardino	11,148	909		7,050	485	
San Diego	10,316	738		6,435	464	
San Francisco	88,058	362		50,654	4,789	
San Joaquin	8,797	142		5,462	261	
San Luis Obispo	4,596		376	2,400		120
San Mateo	5,790	445		3,329	384	

Counties	School Census Listed 1909	Gain	Loss	Families Listed 1909	Gain	Loss
Santa Barbara	5,693	70		3,361	121	
Santa Clara	18,067	273		10,431	735	
Santa Cruz	5,753		114	3,422		45
Shasta	4,071	184		2,313	78	
Sierra	711		40	453	1	
Siskiyou	3,871		7	2,236		57
Solano	5,056		19	3,095	13	
Sonoma	10,730		12	6,469	42	
Stanislaus	4,601	379		2,533	232	
Sutter	1,363	33		812	17	
Tehama	2,710		64	1,446		45
Trinity	660	17		381	11	
Tulare	8,220	742		4,454	375	
Tuolumne	2,253	50		1,237		2
Ventura	4,137	125		2,300	102	
Yolo	2,779		31	1,692	21	
Yuba	1,962	98		1,107	78	
Totals	469,431		1,307	285,287	147,705	642

Total gain in families 14,063
Total gain in census children 12,383

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Office of
Superintendent of Public Instruction,
State of California.

STATE SECONDARY (HIGH) SCHOOL FUND

Sacramento, Cal., July 8, 1909.

To the State Controller, Certain County Treasurers, County School Superintendents, and Trustees of Regularly Established Secondary (High) Schools.

Gentlemen: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of Secondary (High) Schools that meet the requirements of an Act of the Legislature entitled "An Act creating a fund for the benefit and support of Secondary (High) Schools, and providing for its distribution":

Report of State Controller

Controller's Department—State of California,
A. B. Nye, Controller, D. A. Moulton, Deputy.

Sacramento, July 6, 1909.

Hon. Edward Hyatt,
Superintendent of Public Instruction, Sacramento, Cal.

Sir: In compliance with law, I beg to inform you that

there is on hand to the credit of the State High School Fund, and subject to the semi-annual apportionment, the sum of one hundred and nine thousand three hundred and forty-five dollars and forty-seven cents ($109,345.47).

Yours very truly,

A. B. NYE, Controller.

By D. A. MOULTON, Deputy.

Total number Secondary (High) Schools entitled to receive State aid June 30, 1908	177
Total average daily attendance reported June 30, 1908	24,143
Rate per school on one-third basis	$205.90
Rate per pupil on average daily attendance basis	$3.01
Amount apportioned on one-third basis	$36,444.30
Amount apportioned on attendance basis	$72,670.43
Total amount apportioned	$109,114.73
Balance unapportioned	$230.74

Total Apportionment to High Schools for Year

January 8, 1909, on school basis	$434.00
July 8, 1909, on school basis	205.90
Total per school	$639.90
January 8, 1909, on attendance basis per pupil	$ 6,36
July 8, 1909, on attendance basis per pupil	3.01
Total per pupil on attendance	$ 9.37

EDWARD HYATT,
Superintendent of Public Instruction.

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APPORTIONMENT OF STATE SCHOOL FUND TO ELEMENTARY SCHOOLS

(Primary and Grammar)

Office of
Superintendent of Public Instruction,
State of California.

Sacramento, July 8, 1909.

To the State Controller, County School Superintendents, County Auditors, and County Treasurers:

Gentlemen: Having received a report from the State Controller showing that there is in the State Treasury at this date one million four hundred and sixty-two thousand nine hundred and ninety-four and eighty-nine one-hundredths ($1,462,994.89) dollars of State school money subject to ap-

portionment, I have this day distributed this money to the several counties of the State, as follows:

COUNTIES	Total Apportionment Based on Attendance
Alameda	$ 153,696.20
Alpine	230.14
Amador	8,030.02
Butte	19,624.10
Calaveras	8,875.94
Colusa	5,921.44
Contra Costa	22,317.36
Del Norte	2,363.60
El Dorado	6,238.66
Fresno	55,619.24
Glenn	4,932.46
Humboldt	28,170.38
Imperial	4,584.14
Inyo	2,929.62
Kern	15,767.70
Kings	10,070.18
Lake	4,895.14
Lassen	3,452.10
Los Angeles	296,358.12
Madera	5,181.26
Marin	14,853.36
Mariposa	2,512.88
Mendocino	17,142.32
Merced	10,835.24
Modoc	4,876.48
Mono	889.46
Monterey	16,607.40
Napa	12,782.10
Nevada	12,203.64
Orange	26,752.22
Placer	11,196.00
Plumas	2,643.50
Riverside	22,591.04
Sacramento	37,649.66
San Benito	5,430.06
San Bernardino	34,284.64
San Diego	34,228.66
San Francisco	196,520.90
San Joaquin	31,516.74
San Luis Obispo	17,042.80
San Mateo	15,861.00
Santa Barbara	17,888.72
Santa Clara	57,335.96
Santa Cruz	18,915.02
Shasta	13,273.48
Sierra	3,203.30
Siskiyou	12,060.58
Solano	16,563.86
Sonoma	36,766.42
Stanislaus	16,240.42
Sutter	5,361.64
Tehama	9,230.48
Trinity	1,946.86
Tulare	27,623.02
Tuolumne	8,191.74

COUNTIES	Total Apportionment Based on Attendance
Ventura	12,396.46
Yolo	11,040.50
Yuba	5,187.48
Totals	$1,460.903.84

Note.—Average daily attendance given in February Journal.

Total Apportioned for Year—

Rate per pupil on average daily attendance		$6.22
Total amount apportioned		$1,460,903.84
Balance unapportioned		$2,091.05
On teacher basis		$250.00
On attendance basis per pupil, January 11	$3.91	
On attendance basis per pupil, July 8	6.22	
Total on attendance basis for year		$10.13

Very respectfully,

EDWARD HYATT,
Superintendent of Public Instruction.

Hon. Edward Hyatt,
Superintendent of Public Instruction, Sacramento, Cal.

Dear Sir: The amount of money in the State Treasury to the credit of the State School Fund, and subject to apportionment, is as follows:

Amount unapportioned January 11, 1909	$ 1,789.77
Amount received from property tax (counties)	954,125.50
Amount received from property tax (railroads)	93,427.95
Amount received from poll tax	258,679.13
Amount received from interest on bonds	132,515.19
Amount received from transfer (Act of 1907, p. 752)	8,000.00
Amount received from school lands	14,751.09
Total	$1,463,288.69
Less amount paid on restitution of interest on school lands not the property of the State	293.00
Leaving balance subject to apportionment	$1,462,994.89

Very truly yours,

A. B. NYE,
State Controller.

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Principal D. O. Brillhart of Visalia High School has returned from the East. He secured four new teachers, on his trip, for Visalia sthools.

Professor True of the Nevada State University visited the Polytechnical School at San Luis Obispo, and considers it one of the main, essential features of our educational system.

COMPARISON OF THE SCHOOL CENSUS OF THE STATE FOR 1909 WITH THAT OF 1908 SHOWING GAINS AND LOSSES

	1908	1909	Gain	Loss
Total number families listed on census	271,224	285,287	14,063	
White children between 5 and 17—				
Boys	226,393	232,466	6,073	
Girls	221,576	226,853	5,277	
Total	447,969	459,319	11,350	
Number of Negro children between 5 and 17—				
Boys	1,439	1,438		1
Girls	1,501	1,493		8
Total	2,940	2,931		9
Number of Indian children between 5 and 17—				
Boys	1,736	1,777	41	
Girls	1,538	1,666	128	
Total	3,274	3,443	169	
Total number Mongolian children between 5 and 17— (Includes Japanese and chisene)				
Boys	1,764	2,426	662	
Girls	1,101	1,312	211	
Total	2,865	3,738	873	
Total number of children between 5 and 17	457,048	469,431	12,383	
Number of children attending Public Schools	342,524	352,935	10,411	
Number attending private schools	34,298	33,367		931
Number attending no school	80,226	83,129	2,903	
Number of children under 5 years of age—				
White	137,493	157,090	19,597	
Negro	861	901	40	
Indian	1,164	1,189	25	
Mongolian	1,667	1,947	280	
Total	141,185	161,127	19,942	
Nativity of all children—				
Native born	586,473	614,772	28,299	
Foreign born	11,760	15,786	4,026	
Total	598,233	630,558	32,325	
Number of children in the State who are deaf	392	359		43
Number of children not vaccinated	129,376	168,376	39,468	

The first item of this table shows a very large gain in number of families listed on the census, 14,063, while we have a gain of 12,383 census children. The rate of census children per family in 1908 was 1.68 while in 1909 it is 1.64 or a falling off of .04 of a child in average. This seems to be general over the State as in most counties as will be seen by the annexed table there is larger gain in families than in census children.

Nativity of all children shows that we have in the State 630,558 children of all ages and that we have had a gain of 32,325.

If the same ration of population to the school census holds good as it did in 1900, namely, 3.9 times the school census, we have a population of 1,830,781. But the fact that the number of children per family has fallen off quite a little in that time indicates that the ration of population is greater and that we have a population of about 2,000,000. This is a guess though.

THE AGRICULTURAL ENVIRONMENT

By Louisa McDermott

This paper will be, for the most part, a record of personal experience. In trying to work out a satisfactory course in nature study. I arrived at a method of teaching elementary agriculture and learned, incidentally, that it was well to take into account the environment of the pupils.

I was teaching in the government school at Fort Lewis, Colo. The immediate agricultural environment was the big school farm, the others were the Indian homes, some in New Mexico and others on the Navajo Reservation. In the government schools, at that time, there was one hour in the evening devoted to study. I decided to devote one hour each week to nature study for I still called it nature study. Professor Bailey was careful to call the lessons he was trying to introduce into the New York school "talks on nature study." He called such work nature study from motives of policy; I called it so from force of habit.

I took it for granted that the young men had a good practical knowledge of agriculture. They had been working at it for six or seven years. I refer, of course, to the agriculture of the school farm. They went regularly from one department of work to another and as they had experience in each department they were supposed to know them all.

I began the work with a quizz on the work of the school farm and the result of that one hour of questioning was to me a revelation. The chaotic state of their agricultural information was almost beyond belief. They had plowed, planted and harvested crops without knowing how much seed went to an acre of land, what the yield was or whether the crop paid for itself or not. Not one of them had correlated the different parts of the work into a coherent whole.

Then and there I decided that for those young men, and in the government service, it would be well to base the literary work of the school room on the industrial work that was done in the shops and on the farm. Thinking and doing were to be closely related. They were to do what they had thought about and then think about what they had done. In the school room they would interpret and unify their experiences so they might have vision and purpose in their lives.

There was a fundamental change in the character of the

school room work. In the daily program there were a few slight changes. I put the outlines or questions on the board and we had a regular time for discussing them; that was practically all. I did not take the time from reading, writing, arithmetic and language to study agriculture, carpentry or blacksmithing. For the most part agriculture was the subject matter. We read, wrote and computed problems about whatever subject we were studying. To a considerable extent we studied geography from the standpoint of agricultural products, and learned history in the light of economic development.

It was my own method and I was enthusiastic and my enthusiasm naturally communicated itself to the young men whose energies I directed, but there was more to it than mere enthusiasm for a new device. The literary work of the school room was put on a sound pedagogical basis.

In the composition work I found agricultural subjects particularly satisfactory. They were interested in the subject, they had something definite to say and the effort to write what they knew helped to clarify their thoughts. Composition work did not become suddenly easy nor did they all at once acquire a fluent use of English but they were much helped and language work was put on a rational basis. I gave them problems in arithmetic based on conditions that obtained on the school farm and graded them to suit the class. The work developed in different ways and finally it came about that we devoted every study hour at our disposal to the solution of our agricultural problems. I give just one as a type of the problems that engaged our energies and it, by the way, was left unfinished.

We estimated the cost of an outfit for a man to start farming in southwestern Colorado. The farmer told us the amount of land a man with two horses could handle. We had already studied the school crops and their cultivations. We first estimated all that the outfit absolutely demanded, then selected and counted the cost.

Our business was to keep down expenses and that made careful, intelligent selection necessary. The cheapest team of horses that we considered reliable, the wagon and all the farming implements the same. The seed for the crops was estimated by the market price and the amount of seed required to seed the fields. Part of the information had to be collected from outside sources, from the dealers in Durango and from the catalogues that I procured. The cost of feed

for the live stock was estimated on the market price of the grain and hay for a year at the daily ration we had worked out. By that time they were using the term daily ration in a free and easy way just as if they had always known it.

The outfit was not intended for a bachelor but had in view a two roomed house fitted up for the comfort and convenience of two. This was not plainly stated but suggested in a variety of ways. We had included chickens the most desirable breed, and a cow; not a pure blood, she would cost too much but a good grade milker. When we had completed the out of door outfit and footed up the totals one of the young men said: "But, Miss McDermott, you have left something out. What is the farmer's wife going to cost?" For that particular item I could give no definite statement although I insisted on getting down to a definite figure on everything. I did assure him, however, that she would be worth all she cost whatever that might be.

I then remarked that there was a two roomed house still unfurnished but I had decided to let the young ladies select and count the cost of the furnishings and then we would hand in the itemized bills to the gentlemen. That part of the work was never completed. We made a beginning on the cost of the dishes and the table linen. That was all.

But one never finishes all that is to be done. Incompleteness is the law of life and of growth. The character of the work is its final test. If we can make our school work vital and related directly to the life of the community we have done much. There is the great opportunity of the rural school; to become the social and civic center of the community, to give meaning, purpose and inspiration to the daily experiences of life. This quality has made the inspiration of the work done by the students sent out by Hampton and Tuskegee.

My method of work was new to me but it had been thoroughly worked out at Hampton long before. It has been worked out independently in different places since then. It is embodied in the new ideal of the rural school that insists upon it that the country school should concern itself with country life. I have great faith in the possibility of the new agricultural education but I do not see in it the solution of all the problems that vex and annoy modern life. We shall solve some problems and create others. That too is the law of life. There is always the possibility of larger and better adjustment and a deeper insight into the meaning of life.

A PROFLIGATE GENERATION'S LEGACIES

An Address to the Graduating Class of the Fresno High School, by Frederic Burk, June 12, 1908

It is the usual custom when the rising generation leave the school to enter upon life, for the risen generation to assemble in somewhat pompous occasion, and proceed to dose said rising generation with moral platitudes and advice. I take it we are assembled here tonight upon some such mission and with some such hostile design upon you. In view of the comforting reflection that you will soon be out of our bondage, you probably will bear up under the tortures of our innocent recreation with commendable fortitude. Civilization has been jogging along at a pretty lively trot lately, and the conditions under which we have distilled wisdom from our experience will probably bear little resemblance to the conditions under which you will set the world's wheels going.

Conditions of practicing patriotism have materially changed. The method of patriotic gunning which we employed is now obsolete. It was the pleasing practice of our patriots, for example, to march up, under orders not to fire their squirrel guns, until they could see the whites of the opposing patriots' eyes. That was patriotism in our day! It would be murderous for me to give you advice to employ this kind of patriotism for now these machine guns have been invented which mow down opposing patriots by the acre. Down in San Francisco bay last month there were a score of battleships each a floating arsenal and costing half a respectable national debt. Of what worth to you would be my advice growing out of our experience with our wooden hulks. In our naval battles one ship bunted into another ship whereupon our patriots, taking their bowie knives in their teeth climbed over the sides and proceeded to make a rough house upon the enemy patriots' decks. That was patriotism at close range. But we would not advise you to try it in these days.

Is Patriotism Becoming Extinct

Indeed what hopeful assurance have we that there will be any more wars in which you can practice patriotism. We and our forefathers have whipped every country in sight of our borders and have been forced to hang our swords up to dry. The new Rooseveltian policy of making a continuous

border of battleships along our coast lines is likely to make the other nations so over polite that it would seem that an entirely new situation confronts your generation—a warless condition that offers no chance for patriotism except in school flag raising and parlor target practice. Moreover, a good many people are saying that in this age of enlightenment and brotherly love, warring should be entirely omitted from our etiquette books as hardly respectable.

If we have indeed come to that distressing extremity when war has ceased then must we hang up patriotism in the museum of American antiquities along with our bowie knives? To be sure about the important matter I have looked in the dictionary to discover the most recent definition of patriotism.

A New Species of Patriotism Discovered

I have uncovered a most surprising discovery. This most recent definition makes no mention whatever of war or fighting in connection with a patriot. It says simply that a patriot is one who loves his country and zealously supports its authority and interests.

According to this revised version a person would not have to be a soldier at all in order to be a patriot. Why, a Congress-man, a tax collector, or a United States Senator even could be a patriot. We could also have lady patriots. Very few in our generation, I feel sure ever had this notion of patriotism. From all our schools or texts have taught us or you, it has always seemed necessary that in order to have real patriotism we must have the roar of battle, flying shot and shell and a drummer boy rescuing a tattered flag. But if this new definition be true, then an equally dramatic setting for patriotic tableau would be a public official with his hands in his own pockets when he could just as well have them in the public pocket; or a private citizen urging a just and fair measure for the common good when an unjust and unfair measure would benefit himself or his friends; a taxpayer rendering a true account of his taxable property; a public officer appointing a deputy for reasons of the deputy's fitness for his duties to the government rather than as a reward for questionable political services; a woman or a group of them supporting laws in the interest of a square deal rather than a crooked deal in the interest of a few; a social, industrial, religious, fraternal or racial class or organization using its influence to secure laws of justice to all classes in the nation rather than to their particular class, to the injury of the others;

a newspaper appealing to the fairness of the people rather than to their rank prejudice; a man, woman or child obeying the law of the land because it is the law, without first employing a lawyer or a dynamiter to uproot the law; a confessed thief upon the cross who does not try to prove his own innocence by filing charges of arson against the great grandfather-in-law of the district attorney; a judge upon the bench rendering a decision upon the question of law without keeping a weather eye upon the interests of the class who elected him to office. Really, if we are to admit the new definition as true, I must pause in the enumeration of patriotic acts for shortage of breath.

These deeds of civic patriotism, strangely, require more heroism than deeds of war patriotism, for, while, as our histories abundantly prove to you, practically every one of our generation could be counted upon to march up unflinchingly to the mouth of the yawning cannon in the field of battle, there are few indeed of us who have stood the test of patriotic courage demanded by these civic duties. War patriotism has been a glut upon our market in our generation, but peace patriotism has commanded famine prices. What indeed would this nation have been could we boast, in our histories, of our civil patriotism as loudly and as justly as we do of our war patriotism?

Wasting of Your Inheritance

This speculation leads me directly to a most disagreeable topic—disagreeable to us to mention and far more disagreeable for you. A gaunt old gentleman in a winding sheet and scythe over his left shoulder is now beckoning to us that the time has come for us to turn over to you this American earth and the reins of its government and trudge along with him. But we must first make some hasty and apologetic explanations. No, don't be apprehensive—you can have the reins, we've preserved them for you, but I fear their connection with the government has been cut by some gentlemen who have run off with the government end of them. And as for your inheritance of the earth I may as well be frank with you at once and admit that there is something the matter with that item also. The earth is in sight, but a few gentlemen of our generation have in some way acquired a private title to most of it and I don't think they would like to have you play upon their grass. No, we have not been playing

games of chance with them. They just took your property of which we were trustees while we were busy pluming ourselves upon our war patriotism.

We have always thought we were doing wonders in the matter of developing the country and so we have. Our fathers turned over to us a thinly populated region east of the Mississippi while west of that Father of Rivers was merely wild country over which roamed antelope, prairie dogs, Mormons, buffalo and Lo, the poor Indian. We shot the antelope for fun, killed the buffaloes for their hides, disciplined the Mormons into more economical habits in contracting marriages, stole Lo's hunting grounds and when he made an unseemly fuss about the matter we killed him off in various ways, human and otherwise, until now we are proud to show you the entire country in a high state of Christian civilization. Although we have accomplished all these wonders we must now admit that if we had been economical in the cutting of the wood and had not ruthlessly destroyed the saplings, there would now be as much timber for your use as there was when we commenced cutting. As it is you will be out of wood in about thirty years—according to the report of the Forestry Commission.

Coal, Iron and Oil Are Short

We dislike to go on with these embarrassing confessions, but you will learn the whole wretched story yourselves sometime and we may as well tell you. As for the coal and iron, our fathers left us enough to last for two or three thousand years if it had been economically mined according to some system established by law. We regret to tell you that we've wasted in getting out that we could use what should have lasted eighteen hundred or two thousand years. The coal may not hold out another two hundred years and the iron one hundred years, but both will come high in your time. We wish we did not have to mention the oil and the natural gas, but we may as well tell you that we've sucked them out of the earth almost completly and wasted them. Certain pious gentlemen by a system of railroad rebates which we did not have the sense to prevent, drove out all competition and they are now selling the oil to us and will sell it to you at any figure they please. These gentlemen are now generously using what they can't find time to spend in endowing colleges, churches, and in converting the foreign heathen.

A Frank Confession

Dear next generation, such is part of the shameful explanation truth compels us to make to you concerning the waste and loss of your patrimony. No profligate looters of entailed estates ever robbed their posterity more liberally and merrily than we have robbed you. We've skimmed the cream and have led jolly lives—we do sincerely hope you like skimmed milk, and little of it. When you are shivering with the cold in a coalless country, when you are nursing one blade of grass to grow for you where two grew for us, when you have ceased automobiling on account of the high price of oil, then you'll remember us in our riotous plenty. We've robbed you. We took the bread out of your mouths—you our babes—and fed it to the vultures who were fattening upon our national dishonor. Our schooling was at fault. But our sins have been the sins of ignorance rather than of willfulness. The schools which our fathers provided for us did not teach us how in time of peace to take care of the wondrous resources they had patriotically wrested from our enemies and still more savage nature. Our schools taught us Latin and Greek, school mathematics, grammar, sailor geography, war history. and things of that kind, but nary a word about the wondrous resources of our own patrimony nor how to preserve it for you.

We Bequeath an Unsolved Problem

Capital in relation to the nation is like the bunion which grew upon a small monkey's tail. . The monkey finally took to his bed but the bunion grew larger and larger until it finally crowded the monkey out of bed and under the bed, taking complete possession of the downy couch. That is what the unearned wealth of this nation is doing for us. The solution of the problem is one for civil patriots. We bequeath the problem to you unsolved, for we are war patriots and our head gearing is not fitted to this kind of task. If the foe were a foreign one and should treat our nation in this uncivil way, we would trounce it into obedience to, and respect for our flag. But the foe is an internal one—we leave the problem to you.

Also Our Political Ideals

We bequeath to you our political ideals. We are glad to be separated from them for they have ever been a source of

worry to us. Our fathers in politics, as in business, were a simple-minded folk. They put together a system of government which they called a democracy and very properly labeled it a government "by the people and for the people." We have always liked the sound of these words, but we soon discovered that to run such a government as our fathers planned, thinking was necessary and thinking is hard. So, with our genius as inventors of ingenious machinery, we invented a political machine which does all of our thinking for us by means of wheels. Moreover, it does all the rest as well—manufactures slates for the primary, votes for us, taxes us, makes our laws, sells upon commission our public and private rights for messes of pottage and, in fact, does all the things and more, for which our simple-minded forefathers invented their cumbersome thought-power democracy. Our fathers made and left us the plans and specifications for a democracy of the people. We have made and leave to you a despotism of bosses in full operation.

Your fathers were happy, devil-may-care fellows whose courage, as war patriots, you must in justice honor, but who never had any comprehension of the meaning of a civil patriot nor the slightest realization that it required any of the qualities of courage, self-sacrifice for the common good, and intelligence which in war patriotism we have exemplified. Our schooling did not include it.

It is easy and conscience-comforting to us to explain that the havoc we've made was not our wickedness but the wickedness of our office holders. If this be the true explanation, then it is unfortunate that instead of sending our patriots to war we did not keep them preserved alive at home to run the government and that we did not send to war in their places the law makers and office holders so that these would have been gloriously killed, as they voted, early and often. What a pity we were not endowed with foresight instead of hindsight. But we know that this blame-shifting is neither true nor honest. The office holder of today is the plain citizen of yesterday, and all of us, the man in office and the man out of office, are cut from the same inglorious piece of cloth. The crimes against patriotism committed by the office holder are identical in principle with the sentiments held by those out of office and the only difference is in the name of the crime. We have lacked civil patriotism—our schools never taught us.

Likewise Our Business Principles

In business our fathers were an extremely simple-minded folk working for what they got, and expecting to get what they worked for. But when we took the helm we promptly threw their artless and naive notions overboard to the fishes. By a few twists of our superior intelligence—we always have been a generation of wonderful inventors—we rigged up business contrivances by which some of us got what the others of us worked for, and a few concocted a really remarkable receipe by which they capitalized millions from a simple mixture of paper and water together with the money and gullibility of the rest of us. You can perhaps imagine the consuming thirst which, under the circumstances, the rest of us have developed to possess this solution or the recipe for its making. But all we can bequeath to you is that which we have—this thirst for getting dollars we have not earned—our great national curse!

We Pass On Our Educational Heirlooms

We bequeath unto you our school system—in principle, just as we received it from our fathers, and they from their fathers backward through the ringing grooves of time. We do not claim—in verity we cannot in face of manifest facts—great usefulness for it. We, as our fathers before us, have been proud of it because it was not useful. It has ever been an ornament to the skull. It never taught us more than a definition of patriotism, and a poor one at that. But just as the Indian was proud of the feather in his hair, or the Zulu Feejee of the tatoo on his nose, so we have been vainglorious of the fact—we have studied languages that have been exhumed from the grave of centuries, of mathematics which was still born so far as worldly use was concerned, of things equally useless in history and geography while about us our patrimony was being wasted because we did not know enough to take it out of the rain or robbers' reach. So we pass over to you our school system, bulwark of our liberties (before they were taken from us).

Need of the Garbage Man

Citizens of the next generation, we bequeath you a pretty mess! When we took the American earth from our fathers we had over abundance of natural resources and they threw in a lot of homely but respectable principles as trimmings.

We could afford to be devil-may-care. But you can not be devil-may-care for, to start with, you can see the bottom of your dinner pails and as for the principles, these are the same by which we have played the havoc—it might be a wise precaution for you to send for the garbage man at once.

One Inestimable Bequest

But we leave you one bequest of value—of inestimable value if you will use it. We leave you this autograph picture of ourselves as a horrible example of the results of attempting to run a government without any instruction in civic patriotism. I once knew a boy who grew into a great and mighty man. His stock in trade was the horrible example of his father. At each crossroads in life's highway he would stop, read the signs and then remark: "Ah, that is the road my poor old dad took—I take the other." If needs be, so let it be with us. Except for this horrible example, we leave you penniless, but if you read the lessons aright you will find enough negative philosophy in it to equip and run three or four governments properly. We have demonstrated incontestably that any democracy cannot be operated except by civil patriots—by men who will give as much attention, honesty, and if needs be, self-sacrifice as war patriots give. We have shown that while the phrase "all men are created equal" may be true for the baby age, that when the men grow up they will steal the raw bones of this equality from one another unless there are enough civil patriots to hold the equality in its proper place. We have proved by the method reductio ad absurdam that a representative government without civil patriots to do the representing, and to be represented, is merely a lion's skin concealing the bared teeth of a hungry despotism. We have proved that we can't run a government by machinery in the place of a patriotic heart, brain and sinew, and that machine made government is like a machine made egg—it lacks the germ of its species.

We Recommend Schooling

We have demonstrated to you, more painfully than you can realize this night, that what this nation needs are schools, not more schools, but schools of a modern type—schools which shall teach the useful in living and not that which is ornamental by courtesy of hoary tradition, schools which shall teach the great problems of today and not the petty gossip

of forgotten yesterdays; schools which shall minister to the living and shall not be merely monuments to the dead; schools which shall ring with the hammer strokes of the world's workshops and not echo the hollow mockeries of school pedantries.

Some Unpaid Bills for Experience

These seem simple facts and ought to be easily learned, yet this nation has spent a great deal of time, tremendous effort, a heap of money, and all your natural patrimony—and it has not learned them yet. We have been so intent in the pursuit of the dollar that we do not earn that we have not realized that we were losing a nation full of honest wealth in order to capture a few dishonest pennies. The old darkey who crawled out upon the limb of a tree in purusit of a coon and then proceeded to saw off the limb between himself and the trunk of the tree, remarking as he did so, "sumfin is goin' to drap," was not seeking suicide—he was simply thinking intently of the coon.

Most of us have learned enough about ships at sea to know that it is not the part of safety for ourselves, when we are embarking upon the voyage, to seek to have our poor relations and our political creditors, if they are ignorant of seamanship, given berths as members of the crew; we would not steal the compass even if it was set with diamonds and rubies, nor would we unhinge the compass needle even if we were short a toothpick; neither would we bore holes in the ship's bottom in search of fish bait; nor would we cut up the sails to make hammocks; and above all we would support the authority of the captain, even if the captain himself had erred, and we would suppress mutiny to the full strength of the yard arm. We would observe all these simple precautions of health, for we have some sense, and whatever expedition of pleasure or profit in which we might engage we would realize that the bottom of the ship is all there is between us and the bottom of the sea. We would observe these precautions because we know something about ships at sea. But manifestly we know nothing about a ship of state because our generation, while traveling in it, has done all these idiotic things above mentioned. But you need not do them over again. One fool in the family is enough. We bequeath to you our experience in the matter, together with the unpaid bill of costs. Both are voluminous. We wish we could also leave

our consciences for we should like better company in the long rest that is coming to us—consciences with as many stickers in them as ours are likely to make discomforting grave-fellows.

Back to Valley Forge

The bankruptcy of American civil patriotism has brought us finally back into Valley Forge—that same unhappy glen where our forefathers spent their bitter winter of discontent. As to them, so to us, the clouds of foreboding seem to hang in shrouded gloom. But to them in their distress a shaft of light came from within, from their unconquerable courage and from their sense of the justice of their cause. And for us also, a shaft of light is illuminating a way by which, if you will, you may cast off this hideous nightmare. The heart of American patriotism is not dead. Of its vigor and virility we have had, in the past decade, several indisputable proofs. The trouble with us after all has been not weakness of hearts but weakness of heads.

American patriotism ever rouses and makes the welkin ring provided the call is given by any true patriot who knows whither he is going. There have recently sprung into the limelight of public attention several patriots with hearts and motives so clear that when they give this call to civil patriots the response that comes back is so overwhelming that no doubt is left that the American people, in their hearts, want a good government, realize their mistakes and are ready to commence all over again. Permit me to illustrate the point by the career of just one of these new civil patriots, but nevertheless one who is perhaps the best and truest type of patriot, and as well, of American manhood—physically, mentally and morally—and of all for which Americanism stands—Theodore Roosevelt.

A Beacon Light

And what Roosevelt has done, you—any of you—can do. Roosevelt is no genius if by genius we mean singular or exceptional mental insight; he is no orator, if by orator we mean one who by silvery sophistry can work upon the prejudices of the masses; he is no statesman, diplomat nor politician, if by these we mean what we usually mean, for he has violated all the fundamental axioms of conventional statesmanship, diplomacy and politics. In no way has he shown any mystic or strange powers. Quite on the contrary, the

striking thing about him and his success is that his thinking, method of appeal, and method of action have been of the simplest and most direct form possible. But he understands the large principles of American democracy and has followed them as simply and obediently as any soldier patriot executing orders. Roosevelt has stirred the civic patriotism of this nation as it never before was stirred, not because his voice is the voice of Roosevelt, but because we recognize the call of patriotism in his utterances and to this, not to him, have we responded.

What Roosevelt knows, you can know; and what he has done, you can do, for the talents which Roosevelt has developed are the simple ones God has implanted in every human heart. Yet, in one decade, this patriot, single handed, with no weapon save the sword of a square deal, and no armor save transparent good citizenship, has conquered our entire nation, heart, hand, mind and soul. He has put to rout the capitalistic Leviathians, publicly feeding upon our nation's dishonor, has laughed at the political machines that seemed all powerful, and has snapped his fingers in the face of our fiercest class and race prejudices, so good naturedly, that we ourselves have seen the shame of them. And today he stands where few men, in all history, have ever before stood—though rivers of blood have been made to flow by men seeking to reach this pinnacle—upon the ability to refuse the rulership of a great nation. The kings of earth have extended to him the hand of respectful fellowship and though we should go around the world until its ends meet we could find no living man held in greater universal esteem. Yet, put your finger upon one quality that has thrust this man where he is which is not at your command as well. His only stock in trade is the cheapest, and yet the rarest element of human character—downright honesty and determination to maintain the principles of a square deal to all.

Sword and Armor of Roosevelt

The sword and armor of Roosevelt are within your ready reach—put them on. You see for yourself what the rewards of personal success through them have been. You see what through them he has already done for his country. What indeed would not a generation of Roosevelts accomplish in establishing this nation as an impregnable fortress of civil patriotism from which would float the flag of a square deal to every person, every class, to labor and to capital.

Yet, of all the valuable services the simple civil patriotism of Theoders Roosevelt has rendered to this nation the most far reaching of them all has been the clear demonstration he has made that the heart of American civil patriotism is not dead. Yet he has made this proof at a time when the nation seemed blind to the right, deaf to reason, and palsied by fear before the swollen soap bubbles of capital and class, and of corrupt politics. He has made plain to ourselves that this American people, in overwhelming majority, will rise and crush those soap bubbles under the directing leadership of any man, whose patriotism is without ulterior design and in the interest of a square deal to all.

And further, of all the great personal services Theodore Roosevelt has rendered to his people, and especially to you, rising generation, the most valuable and yet most manifest has been the evidence that the equipment by which it is easiest to reach personal success or large usefulness in the affairs of men is no endowment of special genius, birth nor wealth, but simply the inexpensive honesty of purpose and the policy of the square deal.

Citizens of the next generation, buckle on the sword and armor of Roosevelt. Profit by the valuable and expensive example we have left you, and the God of our fathers will not desert you as, in our iniquities and ignorance, he seems to have deserted us.

* * *

THE COUNTY INSTITUTE

By F. A. Cotton, Ex-State Supt. of Ind.

To summarize, the institute should: First, bring inspiration to the teachers. Second, it should furnish higher ideals and more helpful views of life. Third, it should bring larger professional zeal. It should furnish higher professional ideals and a larger, profounder belief in the calling. Fourth, it should bring practical solutions to the every-day problems of teaching. It should furnish the best way to teach based upon pedagogical principles. These must come from the scholarship and professional training of the instructors. And fifth, it should bring a week of happy social life, with a renewal of friendships, and the acquisition of new friends. This must come from the county superintendent, the community and the teachers themselves.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

Trustees should study the excellent report of Superintendent Hyatt on the Conservation of Our Natural Resources.

* * *

Trustees should take the first steps in having the school house and grounds in good condition for the opening of the schools.

* * *

The embezzlement of power hits the arbitrary, self-opinionated school trustee pretty hard. It is fortunate indeed that there so few in California. The trustees, as a rule, are devoting themselves to the best interests of the schools and the pupils.

* * *

If there is a vacancy in your schools, notify your superintendent. He can arrange to supply you and do you better service than any one else.

The trustees should be careful in purchasing school supplies, and see that the quantity, quality and prices are right. Economy in tools is often expensive. Get the best ink, the best pencils, the best chalk, the best blackboards, the best of everything. Children will do more careful work with good material than with poor.

* * *

Farmers, teachers and others interested in the economic status of birds, should write to the Biological Survey, Department of Agriculture, Washington, D. C., for the following bulletins, which will be sent free: "Hawks and Owls," "Some Common Birds," "Food of Nesting Birds," "How Birds Affect the Orchard," "Birds of a Maryland Farm."

* * *

What the Trustee Must Make of the Schools

Former President Roosevelt has said that "the calling of the skilled tiller of the soil, the calling of the skilled mechanic, should alike be recognized as professions just as emphatically as the callings of lawyer, doctor, merchant, or clerk," and the President is right. The school system must be organized to meet this conception. The education of the future must do two things: (1) It must ground the boys and girls in the

fundamentals of knowledge, the three R's, as tools for life, and (2) it must train the hand to do skillful work. The school of the future must make these two lines definite and distinct and at the same time perfectly supplementary. This means that in the larger schools they can not be carried by the same teachers but that the departments must be separate. The forms of industrial and manual work, up to a certain poin, must be for training in general skill in handling one's self, but the time may come when it may be the part of wisdom even for the public schools to impart skill in certain directions—to make farmers, carpenters, and tradesmen of all classes. Under the industrial conditions of this country we are rapidly coming to a time when it will be necessary for every one to be able to do something skillfully and as time goes on it will matter less and less just what that something is. The schools can do everything to bring about better conditions.

The supreme thought is to emphasize the simple, fundamentals in education—reading, writing, arithmetic, etc., and to supplement the academic work by training the hand to skillful execution. It has been possible so far only to take into consideration the conditions in the community and to make the dominate interests help teach school. With complete central schools it will be possible to broaden the work and to make it more effective in the community. There is no reason why a school should not do just as much for parents as it does for the children. If a central school in a rural community can raise the intelligence of the people, and at the same time can make agriculture not only more scientific, but can make it more respected as an occupation in life so much the better for the community. If it can increase the respect for work by building habits of industry and reducing the per centage of idle hands to the minimum; and if with this it can impart special skill in some directions so that every boy can find out what he wants to do in the world so much the better for any community. It matters not whether the bent is toward agriculture, carpentering, working in metals, bricklaying, or some phase of commercial life. Work—skillful work—is the thing.

* * *

TO THE SCHOOL TRUSTEES OF CALIFORNIA:

Ladies and gentlemen, in your hands lie the purse strings of the public schools in all this great State. Therefore, to you must be addressed any plea for the future improvement of our school property, as a whole. You and your successors are the

only one who can translate good ideas into good school houses and beautiful school grounds as time goes on.

If I had you all together, so that I could talk to you face to face, I should try to say very earnestly something like this:

"My friends, it is almost as cheap to build a beautiful school house as an ugly one—if we know how. California, like old Greece, is a land of beautiful things. Sun and sea and mountain, streams and trees and flowers conspire to make it a place delightful to mankind, inspiring to the painter, the poet, the musician, attractive to all the world. This beauty is a practical asset of vast imoprtance to the State. Our California landscapes must become famous for their tasteful and harmonious schools, everywher, and not outraged by dreary stables for school houses, slovenly barnyards for school grounds. Prosperous people find it profitable to have tidy and well-kept houses, fences and grounds. Our schools, supported by the public, should certainly carry an air of prosperity. We must not allow our little girls to absorb slatternly lessons at school. We must not allow broken windows and unkempt surroundings at the school to infect our little boys and make them grow up shiftless, ne'er-do-weels."

I am anxious for every school trustee in the State to get this message in one way or another. We have many examples of splendid schools up and down the State; but there is many a one yet of the other kind, that needs to be born again.

The responsibility rests with the school trustees. Teachers, parents, and people can help the thing along by creating good public sentiment; and certainly they should study, talk, write, work, to that end without ceasing. But finally it all comes up against the trustees; wuthout their interest, their active, intelligent, self-sacrificing work, it can come to naught.

Therefore, we have tried to get together some material that will be helpful and encouraging to you who wish to add to the glory of the Golden State by improving the public school. I hope it will interest you to see some of the latest ideas of our best school architects, some thoughts from enterprising superintendedts, some idea of the bst modern school buildings, some feeling for the adornment of school grounds. I beg you everyone to read all this, think about it, and try to find the best way for you to help in the work of making our public schools really worthy of California.

Yery truly yours,

Edward Hyatt.

From Introduction of Biennial Report on School Architecture.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Editorial Notes.

Superintendent of Public Instruction Edward Hyatt has called the Annual Convention of Superintendents for Yosemite, August 23d, to August 28th. This will be a great meeting.

* * *

The California Poppy, and the lure of industrial training were the two great features of the N. E. A. meeting in Denver. A breezy review will be found in this issue under the head of "Little Talks."

* * *

Medical supervision is just now having its high tide of initiation. Los Angeles, San Francisco, Oakland, Berkeley, Alameda, are a few of the California cities that have arranged for medical supervision.

* * *

Superintendent Roncovieri has recommended that music be taught in the high schools, in accordance with a bulletin sent out by the University of California recently.

* * *

Professor Osterhaut of the University of California, who has done such excellent work at teachers' institutes and on

courses of study in the public schools, has accepted a professorship in Harvard University. There seems to be an unending demand on the part of eastern institutions to select young men who have made a record in western institutions. This is good for Harvard, Yale, etc., but bad for the University of California, Stanford and the others.

* * *

Hurrah for Chicago! Ella Flagg Young, city superintendent of schools of Chicago! Mrs. Young is the first woman in America to hold so important a public position. Mrs. Young was elected not because she is a woman, but because she is capable and has great ability as an organizer and educator.

* * *

Hot shot from Superintendent Babcock. The following letter is self-explanatory:

Garden City Teachers' Agency, San Jose, Cal., July 31, 1909.

L. W. Babcock, Ukiah, Cal.

Dear Sir: Are you in need of any teachers in your county, especially commercial teachers? We have quite a number of first-class teachers on our waiting lists and are prepared to fill most any kind of a vacancy.

As it is to our advantage to place as many competent teachers as possible, we will offer you $5.00, to be paid out of the commission collected from each teacher we locate in positions named by you.

In giving information be particular to state the kind of position, the time at which the teacher would be expected to begin, and especially the name and address of the person to whom application should be made.

Thanking you for this information, we are,

Yours respectfully,
Garden City T. Agency.

P. S.—We recommend none but responsible, competent teachers, being most careful in the selection.

Ukiah, Cal., August 2, 1909.

Garden City Teachers' Agency, San Jose, Cal.

Gentlemen: Your favor of July 31st, wherein you say: "Are you in need of any teachers in your county * * * we will offer you $5.00, to be paid out of the commission collected from each teacher we locate in positions named by you," is at hand.

No, sir, we are not in need of any teachers and, if we were, we would not turn any of the vacancies to be filled over to you or your organization.

We don't believe in blood money and we don't believe in robbing the schools of their just rights. Every school is entitled to the best teacher that can be had for the money; but, when the money furnished by the state for the education of her children, has to be diverted from its proper channel to support a band of parasites and educational highbinders, it is then time for the state to take a hand and organize a State Educational Bureau for the mutual benefit of teachers and schools, and sweep your organization and all like it into the depths of the Pacific.

No, sir, you can not send any teachers to me nor to this county if I can prevent it.

L. W. Babcock.

* * *

The catalogue of the San Diego Normal School, the catalogue of the State Normal School of Chico have been received. The catalogues are a complete bureau of information in reference to the Normal Schools at Chico and San Diego.

* * *

Superintendent Lulu White of Shasta County has issued a complete manual for the schools of Shasta County. The special features of this course are the list of books of culture reading for home and school, and the fine courses in civics, history, music and drawing.

* * *

Good roads mean good schools; good schools mean better citizenship.

* * *

The Colorado School journal is owned by the Colorado Teachers' Association. The Journal, however, does not compare favorably with the other educational journals of the United States.

* * *

The N. E. A.

The National Educational Association is booked for San San Francisco in July, 1910. The movement to secure the convention was started by Superintendent Mackinon, and Superintendent Hugh J. Baldwin of San Diego. Superintendent Roncovieri and Rufus Jennings of the California Promotion Commitee took up the matter with enthusiasm. Presi-

dent Wheeler appointed a special committee to go to Denver and secure the prize. The commitee consisted of Thomas E. Hayden, J. W. McClymonds, C. C. Van Liew, James A. Barr, Duncan Mackinon. The committee pledged seven thousand memberships from California. This will require nearly every teacher to join the association. It is also proposed to have every school district to take a membership in order to secure a copy of the proceedings. Superintendent Roncovieri has pledged the 1200 teachers of San Francisco, or over one-seventh of the total amount required. Superintendent Barr has pledged a membership for each teacher employed in Stockton. The hotels have promised low rates, and there is a movement to secure an entertainment fund of $50,000, also to complete a grand public auditorium suitable for just such a convention, by July, 1910.

* * *

THE RURAL HIGH SCHOOL

Mrs. Nina L. Plaskett.

In recent years, when bookkeeping, algebra, and other studies that comprised the common school curriculum of our forefathers' time have been relegated to the High School, many children are handicapped for their life's battle by not having a chance to attend the schools teaching these branches. Cannot the State remedy this by establishing the Rural High School?

How? By adding a suitable room to the present district school house (of course, in the future, the school architect will always embrace it in his plans). There should be a uniform State course of study for this work—as there should be for all the public schools.

One teacher could be employed to teach a definite number of schools—say four—and spend a week in rotation at each school, which should open successively a week later than its predecessor. During the teacher's absence, a pupil could act as quizzer. Examination questions could be sent out by the Board of Education and the pupils, in each teacher's division, gather at the most centrally located school for it.

I do not claim any merit in this particular plan of trying to equalize the country and the city child's educational rights; but if it sets you to thinking, and thinking deeply, it will have gained its purpose—that of advancing educationally the backbone of the nation.

San Luis Obispo.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shepherd, Secretary, Winona, Minn.

NOTES.

The Summer Session of the University of California closed a most interesting and successful session.

* * *

Superintendent E. W. Lindsay and the County Board of Education of Fresno County have completed a new course of study for the schools of the county.

* * *

J. A. Anderson, formerly of Eureka, has been elected principal of the new high school at Half Moon Bay.

* * *

Professor Carl C. Plehn and Professor Henry Morse Stephens are two of the most prominent members of the faculty of the University of California, who will be absent during the year 1909-1910.

* * *

Allison Ware of the San Francisco State Normal School will assist Superintendent Underwood in his institute in September.

* * *

Miss Flo Baldwin, who spent a very successful year in teaching physical culture in Eureka, attended the University of California Summer School. She is at liberty to accept institute engagements along the line of her work.

* * *

Leslie A. Jordan is dead. He was one of the old guard of school masters, and has always stood for strong moral ideals in school work. He was a good citizen, whether as editor of the Healdsburg Enterprise, teacher in a rural school, president of the San Diego Business College, teacher in the grades, teacher in the high schools, or deputy superintendent, his work was carried on with great care and industry. He was the father of a large family, and brought up children who do honor to his example as a teacher and a citizen.

* * *

The new geography recently adopted as a text book in the public schools by the State Board of Education will be sent out about August

15th, although it is not mandatory as a part of the school curriculum until the fall of 1910. Superintendent Hyatt announces, in a report, that the Grammar School History is exhausted as to supply and more have been ordered.

* * *

Superintendent Hyatt has invited John Swett and John Muir to address the meeting of superintendents in the Yosemite Valley, August 23rd.

* * *

Superintendent C. L. McLane of Fresno spent several weeks around the Bay Cities studying the construction of public school buildings.

* * *

Professor U. N. Nicholson, formerly of Ukiah, has been elected principal of the Lodi High School.

* * *

J. F. Weinke has served as trustee of the Montara School District for over twenty years. The yard at Montara, with its beautiful flowers and well-kept grounds would be a credit to any district. Mr. Weinke will have the pleasure of being the clerk of the Board during the present year, when the development in the Montara District requires the building of two new, modern structures to take the place of the present one-room school house.

* * *

Frank J. Browne of the San Francisco School Department has just published, through the firm of Whittaker & Ray Wiggin Company, "Sir Walter Scott and the Schools," a study of "Ivanhoe" and "The Lady of the Lake." This book is the actual material used by the author in teaching the above English masterpieces to High School classes. Emphasis is given to all sides of English study. Primary attention is directed to the masterpiece as a work of literary art. This is made a basis for history, analysis, style, paragraphing, diction, grammar, derivation, definition, and original composition. The book will be found serviceable to teachers, to pupils in class, to private students and to general readers. Bound in leatherette. Price, 25c net.

* * *

The California Promotion Commitee gave a luncheon recently to hear the report of T. E. Hayden of the Board of Education on the success of the committee that went to Denver to secure the meeting of the N. E. A. in San Francisco in 1910. George H. Pippy presided. Among the speakers were T. E. Hayden, A. Roncovieri Joseph O'Connor, E. M. Cox, L. E. Armstrong and Harr Wagner. The sentiment was that it would require great effort to secure the N. E. A., and to entertain the guests properly. The fund to be raised was named $50,000, and Mr. Derham of the Emporium subscribed $1,000. There was great enthusiasm and determination to leave nothing undone

towards making the San Francisco meeting the greatest in the history of the N. E. A.

Dr. W. F. Snow of Stanford has been elected secretary of the State Board of Health.

A. C. Barker, formerly City Superintendent of Eureka, has been elected City Superintendent of Santa Rosa. Superintendent Barker has an excellent record as a superintendent and will no doubt add to his reputation as a progressive and capable school man in his new position.

Superintendent Frank Bunker has been elected by the new Board of Education of Berkeley at a salary of $4,000 per year.

The School of Manual Arts held at Pacific Grove this year was a great success. Forty pupils were enrolled. J. L. Jacobs of the California State Normal at San Jose was the director in charge.

Principal Stone of the Lincoln School, San Francisco, Cal., presented the school with a fine tablet of Lincoln recently.

Among the topics discussed at the Yosemite meeting of Superintendents, will be the following: Teachers' Institutes, Operation of New School Laws, Relations of School Officers and Publishers' Agents, Teachers' Libraries, State Text Books, Visiting Schools, School Architecture, Joint Institutes and Associations, and Blanks and Accounts—all of vital interest to the superintendent.

The revised edition of the Pacific History Stories retold by Harr Wagner and again revised by Frank J. Browne, will be issued early this fall. Over twenty-five thousand copies of these stories have been sold and the new edition will doubtless be acceptable to the pupils of the fifth and sixth grades.

* * *

More important than the work being done by our public men is that being performed today by the men and women in our educational institutions in training our boys and girls who will be the men and women of tomorrow.—President Roosevelt, February, 1909.

* * *

In early childhood you may lay the foundation of poverty or riches, industry or idleness, good or evil, by the habits to which you train your children. Teach them right habits then, and their future life is safe.—Sigourney.

* * *

Roger Ascham.—All voices, great and small, bass and shrill, weak and soft, may be helped and brought to a good point by learning to sing.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

APPRECIATION OF TEACHERS

Any man who would ridicule our public schools or attempt to depreciate the splendid work that the teachers are doing, is a person devoid of discernment and lacking in knowledge. It is safe to say that school teachers in America do more work for less pay than any other class of persons with equal intelligence that can be named. And the love, loyalty, devotion, and patience that are shown in the work by many teachers in our public schools are worthy of the highest esteem. And the teaching timber is continually improving —I know that. I am quite aware that the school room that does not now have many traces of beauty and attempts at harmony is exceptional. I know, too, that kindness and patience are now to be found where once was force approaching brutality.—Elbert Hubbard.

* * *

BOOK NOTICE

Cooper's Adventures of Pathfinder. Adapted for school reading by Margaret N. Haight. This is a very thorough abridgment of Cooper's famous story, in which all lengthy descriptions, tedious conversations, moral reflections, and other unnecessary details have been carefully omitted. Cooper's own words, the atmosphere of the original novel, have been retained wherever possible. The story moves right along, the interest continues from beginning to end, and there are no apparent breaks in the narrative. Several attractive full-page pictures illustrate the story.

* * *

Gold is good in its place; but living, patriotic men are better than gold.—Abraham Lincoln.

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The Western Journal of Education

September, 1909

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The Western Journal of Education

Vol. XIV SEPTEMBER, 1909 No. 8

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EDWARD HYATT, Secretary of Board...Supt, of Public Instruction, Sacramento

Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

The Schools Begin Again

September has come again— the month when the schools open, where the children joyfully return to school and the new teachers joyfully go out to their work. What troubles untold are in store for all of them, to be sure! How lucky they are that they can't look into the future!

*
* *

Loss of Energy

What a pity there are so many changes in teachers. We have eleven thousand teachers in this State and more. I guess over half of them change, every year. What loss of time, loss of energy. A teacher can do much better work, accomplish more, go further and faster, after teaching the same a number of years. He learns the peculiarities and capacities of the children, appreciates their home life, under-

stands the parents. After building up this experience and acquaintance at the expense of the district, after it becomes of great value to the school—poof! away it goes. The teacher is gone to another place. The experience and the acquaintance are wasted, thrown away, destroyed.

*
* *

Who is to Blame?

Many people place the blame of these frequent changes upon the school trustees, and think it is caused by dismissal of teachers from selfish, petty, personal motives. This is a great mistake. Frequent change is oftener caused by the teacher nowadays than by trustees. Teachers follow the will o' the wisp. They hope to better themselves. They think a larger or a smaller school will be better. They want to get nearer home and mother. They want the "advantages" (?) of the city. They want graded work. They want a better place to board. So away they go each year by the thousand, to green fields and pastures new. Of course there are many schools besides that are themselves to blame—changing teacher every year perforce.

*
* *

Its All in Your Mind

In all this change, of course, the improvement is largely imaginary. The schools are about the same and there is not much difference in the teachers. Hope springs eternal in the human breast. The changeable teacher hopes to find a Heaven—and draws instead the same kind of a place as last year. The school hopes to get an angel this time—and finds about the same as before, neither better nor worse.

*
* *

But Give 'em a Chance

But good friends, especially in the rural districts, take pains to treat your new teacher well. Kind hospitality makes you greater and better yourselves. It is an honor to your community. It will get more and better work out of your teacher and so profit you greatly in dollars and cents. And it will comfort and solace a human heart.

Very likely your new teacher is fresh from the city. She is afraid of a horse, she doesn't know which cow gives the buttermilk, she is oppressed and frightened by the vastness

and solitude of the country and by the absence of the street cars. But never mind that. It will wear off. Give her a chance and let her learn gradually to fall into your way of life. Go out of your way to treat her well. It will be good for all concerned.

*
* *

Don't Pity Yourself

On the other hand, let me beg all you new teachers taking country schools to use your common sense and take hold of your new life in a business-like way. Adapt yourself to it. Let all the neighborhood discover that you are really a good, clever, cheerful girl and that you are deeply interested in your work. Get up in the morning in time for breakfast. Make allowance for tired, fretful people worked to death in wringing a pitiful living from an unwilling world. Don't add anything unnecessary to the burden of an overworked house wife. Don't pity yourself or scheme to get away or refuse to see your blessings. Forget yourself and go ahead resolutely till the end of your year. Your friends will then find you a better and a wiser woman, a broader and more useful one.

*
* *

Tweedle Dum and Tweedle Dee

The high school at Winters, Yolo County, was taught last year by J. F. Smith. The high school at Gridley, away to the north in Butte County, was at the same time presided over by H. C. Smith. Both these principals were fine young men. Each had a nice wife. Each had a pretty cottage as a dwelling place.

Now, mark. Each of these schools wanted to improve itself, of course. Naturally and properly so. Wherefore Gridley this year employs for principal the excellent J. F. Smith of Winters; and Winters by a stroke of good luck secures that sterling educator, H. C. Smith, of Gridley! The Smiths thereupon swap cottages. They don't even need to move the furniture from the houses. I understand that Mrs. Winters Smith is going to move to Gridley and that Mrs. Gridley Smith will change over to Winters; although, in the interests of convenience, even that would not seem absolutely necessary.

Writes a Book

S. D. Waterman of Berkeley, one of the best-known school men of the State, has just written a text book on Civics. He has sent me the advance sheets for examination, and it seems to me an exceedingly useful and helpful book for a teacher's desk or for supplemental use. It is very definite, pointed and practical, a handy compendium to have at hand for reference, an aid in time of trouble.

*
* *

A Green Mountain Plan

Montpelier, Vermont, takes cognizance of the fact that school towels are dangerous to health, scattering disease germs among the children. Their remedy is not to let the faces go dirty during school hours, as recommended by some eminent medical authorities; but to furnish the schools with paper towels, costing a cent and a half per year per pupil. This costs less than the laundry bills on the roller towels, and is not objectionable from a sanitary standpoint.

* * *

State Board of Education

By Clarence S. Pixley

Although it is usual to hold a meeting of the State Board of Education in connection with the Superintendents' Convention, this was found to be impossible this year, as the attendance of a quorum in the Yosemite could not be secured for convention week. On this account the State Board met in the Fairmont Hotel, San Francisco, August 21st. The members present were S. T. Black, Frederic L. Burk, J. F. Millspaugh, Benjamin Ide Wheeler, Alexis F. Lange, Ednah A. Rich and Edward Hyatt; absent, Governor Gillett, C. C. Van Liew and Morris E. Dailey. This was the first meeting of the Board since the organization of the new State Normal School at Santa Barbara, which adds another member to the State Board. Dr. Wheeler made a fitting speech of welcome to the new Normal president, to which Miss Rich responded gracefully.

Suggestion being made that Miss Rich ought to have a place on some of the standing committees, a resolution was passed instructing the chairman to recast all standing com-

mittees and notify the members by letter of the personnel of the new committees.

Mr. Hyatt presented to the Board an advance copy of a new book in Civics, by S. D. Waterman, with the suggestion that it be considered for supplemental use in the schools. The question was referred to the committee on high school textbooks, with instructions to report at the next meeting.

Recommendations for Health and Development certificates, in accordance with the provisions of the new law, were given to the following persons: Dr. N. K. Foster, Oakland; Dr. Ernest B. Hoag, Berkeley; Prof. Geo. L. Leslie, Dr. Laura B. Bennett, Dr. Martha S. Case, Dr. Albert W. Moore, Dr. J. S. Gowan, and Dr. Herbert W. True, all of Los Angeles.

In the matter of State Text Books, the price of the new Advanced Geography was officially fixed in accordance with the report of the State Printer as to the cost of the book, as follows:

Cost of manufacture, per book	.58
Royalty	.15
Price to dealers	.73
Postage	.22
Cost to pupils	.95

Further action in the adoption of Readers was postponed until the next meeting.

Special High School Credentials were granted to the following applicants: Cornelius B. Collins, Vacaville; Edwin R. Crane, San Francisco; Chas. C. Danforth, Tecumseh, Neb.; Arthur E. Dennis, Pomona; Esther F. Dodge, Morenci, Ariz.; William M. Fishback, Urbana, Ill.; Herbert L. Healy, Los Angeles; Cornelius Jansen, Los Angeles; Grant Karr, San Pedro; Lilian McDonald, San Jose; Mary K. Murphy, Cherryvale, Kan.; Gertrude Raymond, Orange; Walter F. Butherest, Los Angeles; Cree T. Work, Denton, Texas. Percy Purviance, Eureka, Cal., was found to be eligible for regular certification, and was referred to his County Board of Education. Action on the following applications was postponed: Mary T. Cross, Ceres, Cal.; Winn W. Davidson, Georgetown, Cal.; Lizbeth D. Fairhead, Covington, Ky.; Katherine B. Goetzinger, Fergus Falls, Minn.; Edward J. Klemme, Walla Walla, Wash.; Emily V. Truman, Berkeley, Cal.

The Board concluded its labors in one forenoon session, and adjourned subject to the call of the State Text Book Committee.

THE SUPERINTENDENTS AND HONORARY MEMBERS OF THE ANNUAL CONVENTION,
August 23-28. Yosemite.

Photo Secured by Courtesy of L. E. Armstrong.

THE ANNUAL CONVENTION OF CITY AND COUNTY SUPERINTENDENTS, 1909

By the Superintendent of Public Instruction

I am asked to give my personal notion of what was accomplished by the Yosemite Convention: to show how it was worth while and where it may be expected to benefit the State.

The greatest thing accomplished was in the bringing together of the City and County Superintendents of this great State in one of the most magnificently inspiring regions to be found in all the world. This of itself will in the long run greatly benefit the State. These superintendents go back broader, better, wiser men and women than they were before. They have feelings, experiences, enthusiasms to express that they never had before. They can talk to their teachers, speak to their pupils, wake up their classes, inspire their young people with a new spirit, never felt before. Everything that makes better men and women of their teachers and school officers is of greatest value to the children and to the people of the State.

In more direct and immediate way some of the chief benefits enjoyed by the convention were as follows:

The vivid ideas of the venerable Galen Clark, derived from living over fifty years in the Yosemite region; the opportunity to compare the ideas and learn the best practices of superintendents in every part of the State in familiar conversation; the vigorous counsel and advice of the strongest and brightest of our superintendents upon such vital points as teachers' institutes, school manuals, operation of school laws, visiting schools, and State text books; the chance to learn the social possibilities of a Camp Fire during our rainless season; the consultation with Dr. Snow of the State Board of Health, looking to future harmonious work for the public health; the clarifying of ideas growing out of ethical discussions, such as the one concerning the public use of tobacco by the teachers of our schools and colleges upon premises belonging to the State.

In these and in other ways the convention showed its worth and its reason for being. No two persons, doubtless, would catalog just the same good things or place them in the same order. But it seems to me beyond question that this meeting touched the life and quickened the spirit of its every member at some point or at many points; and that it was richly worth while.

PROCEEDINGS OF THE CONVENTION

By Thos. P. Brown, of the State Office

Convention Called Near Yosemite Falls

Under the swaying pines, in the cool and comfortable Ahwahnee office, and within sight of the far famed Yosemite Falls, the first annual convention of the County and City School Superintendents of California was called to order at 2:25 o'clock, Monday, August 23, by State Superintendent Edward Hyatt. With the observation that it was eminently fitting and proper to start out in the right way, Superintendent Hyatt called upon County Superintendent J. W. Linscott of Santa Cruz for the invocation. Mr. Linscott's words, and the spirit with which the assemblage entered into the prayer bore unmistakable evidence that all already realized the grandeur and sublimity of their surroundings. On motion of Superintendent Mark Keppel of Los Angeles, Superintendent Hyatt was nominated, and unanimously elected president of the convention. Permanent organization was further effected by the election of Miss Lillie L. Laugenour, Colusa County, as secretary and Thos. P. Brown of the State office as assistant secretary. The wives of the superintendents and all others interested in education, who were present, were elected honorary members of the convention.

Flexible Program Arranged

Somewhat different from the ordinary cut and dried program of the usual convention was the line of action proposed by Superintendent Hyatt at the outset. "I do not think a scheduled program is applicable to this time and place, and so that we may have free leeway to do what may at any time seem appropriate I have prepared no formal program at all. It appears that this body is able to get the most out of the convention without a set program. The biggest thing after all is to see and know the wonders of this valley, to become acquainted intimately with the cliffs and waterfalls that surround us and be able to carry some of this feeling to the children of our schools."

Called upon to deliver an opening sentiment, Supt. C. N. Shane, Placer County, said: "As I came up this wonderful valley, shut in by walls which grew larger and larger, to this center of great things, I thought of the ages that must have elapsed since the wonderful Architect worked in this center of great things. But I also thought that during all these ages, these walls have never been as important as the humblest

of the children in whose interest we are called here. The little child is far nearer to the touch of the Divine Hand. We must not lose sight of the purpose that brought us here."

Superintendents Meet Under the Pines

For the purpose of discussing "School Visiting," the main topic of the forenoon, Superintendent Hyatt agreeably surprised the members of the convention by dividing them into four sections, and sending the first, under Supt. L. L. Freeman, Sutter County, as chairman, out under the pine trees; the second, under Supt. R. P. Mitchell, Orange County, to the shade by the convention hall; the third section, under City Supt. J. A. Cranston, Orange, to the trees by the dining hall, while the fourth section remained in the convention hall, with Supt. E. W. Lindsay, Fresno County, chairman. After an hour's discussion in these groups the members reconvened in the convention hall to hear the summary of the discussions.

One section had quizzed Supt. Duncan Stirling on the uses of an automobile for visiting purposes, and Superintendent Stirling had replied that he could cover a territory of twenty miles in a given day, and spend an hour at each end of the day in his office. Supt. H. J. Baldwin, San Diego, had ventured the assertion that a superintendent should be able to sing to the pupils, and when the pressure became too heavy, responded with a few ditties of thirty years ago, to the intense amusement of his section. Some of the expressions of opinion in regard to school visiting are here given:

Supt. J. W. McClymonds, Oakland.—"I wouldn't make a speech to school boys and girls unless I had something worth while to tell them. Make the talk direct. Start a discussion and lead it, but make the pupils do the talking."

Supt. P. W. Kauffman, Pomona.—"Possibly I would say something regarding the conditions of the school room, if it appeared advisable; this would be done by drawing the pupils into a discussion. But I wouldn't talk to the boys as the man did to his mule. Remember a mule has no pride of ancestry nor hope of posterity."

Supt. DeWitt Montgomery, Sonoma County.—"In response to the suggestion that I make a sample speech, I would say that if I had one prepared, I wouldn't say it. I think a visiting superintendent would do well to talk with the children. Perhaps he can say something to assist the teacher in solving some pressing problem."

Mrs. Minnie R. O'Neil, Sacramento County.—"One can

draw from a recitation some thought for a basis on which to make a few helpful remarks. I think a few words of inspiration are not amiss. One can talk on some national topic, or along the lines of the helpful booklets which have been sent out by the State office."

Supt. C. N. Shane, Placer County.—"Something generally comes up that is worth mentioning to pupils. The superintendent should leave some inspiration as the result of his visit."

Supt. George Underwood, Humboldt County.—"I believe in talking to the boys and girls. They will take more interest in school and will look for you when you come again. Perhaps they will want to go home with you, as with one school, where the entire membership climbs into my buggy and goes home with me." In response to a request that he give a model speech, such as would be given by a superintendent, Mr. Underwood there and then delivered a brief talk which drew cordial applause from the convention.

Supt. Raymond Cree, Riverside.—"Oh, yes, I am in favor of giving the school children short but helpful talks when one makes his rounds. Why I remember a talk that one superintendent gave our room, long ago. It was, 'Be loyal to your teacher, be loyal to your parents, be loyal to your flag.' That short talk helped us all. If I were to give a talk today, I would say: 'Go to the mountains and get their tidings. Nature's peace will then come to you, the spray of the waterfalls will refresh you, and the winds will carry to you their energy.' Then let's haste away and to the mountains."

Campaign For Better Public Health

Dr. W. F. Snow, secretary of the State Board of Health, was introduced by the chairman to the convention at the morning session on Tuesday. Some one remarked, "It is pretty warm for Snow," whereupon the quick-witted doctor reparteed, "I have a cool head, you will notice, however." Stating that he is thoroughly interested in the great campaign for public health, and inviting both the co-operation and frank criticism on the part of the school men and women, Dr. Snow outlined the work which he said is ahead of the State Board of Health, told of the ways in which the school authorities as well as superintendents can assist in this movement, and cited the fact that 70,000 men, women and children had visited the health car, as evidence that the public is

thoroughly alive to the purpose of the State Board of which Dr. Snow is secretary. Dr. Snow's statement as to his future course in regard to vaccination brought a rather definite rejoinder from Superintendent Baldwin of San Diego, as to the sentiment of that territory in respect to vaccination, and Superintendent Hyatt appointed Dr. Snow and Superintendent Baldwin a committee of two, "to go way out under a pine tree, and hold a conference on the subject." Laughter and applause closed this phase of the meeting.

The Influence of Smoking

With the introduction of a resolution by Superintendent Jas. D. Graham of Long Beach, the question of the use of tobacco on school premises by school men as well as others, proved to be a subject of much interest and much discussion. In this discussion Superintendents P. W. Kauffman, Mark Keppel, C. N. Shane, J. E. Carr, A. L. Hamilton, O. W. Erlewine, J. W. McClymonds, George Underwood, A. S. McPherron, Frank F. Bunker, D. W. Nelson, H. J. Baldwin, Duncan MacKinnon, Alexander Sheriffs, J. G. O'Neill, and many others took part. The sentiment that cigarette smoking was at the root of the evil, and should receive the weight of the convention's force, was expressed by several, and the resolution was referred to a committee consisting of Superintendents Jas. D. Graham, Hugh J. Baldwin, J. W. MacClymonds, Mark Keppel, and Frank F. Bunker. This committee reported on Thursday afternoon, but owing to a disagreement over the wording of the resolution, the matter went over until Friday morning when the following resolution was adopted:

Resolved, That the question of the use of tobacco be referred to the committee of this body appointed to confer with the State Board of Health and that this committee be requested to submit a report on this subject at the next annual convention of school superintendents.

The net result of the discussion over smoking was a general expression of opinion that the war against the cigarette should continue unabated, and that school men who use tobacco should not do so in school buildings, or on school grounds, whether they be city, county or State schools.

The particular point at which the discussion seemed to aim was the fact that the elementary schools are compelled by law to teach the children the evil effects of narcotics; and the further fact that many of the teachers in our higher in-

stitutions of learning nullify the effects of this teaching and set a bad example to the young by the public use of these same narcotics in the buildings and grounds belonging to the State.

In view of the importance of legal questions regarding the relationship of school authorities to public health, and revision of the laws in that respect at the next meeting of the legislature, Superintendent E. M. Cox made a motion that a committee of five be appointed to confer with the State Board of Health and to report to the superintendents at their next annual meeting. The motion was carried unanimously and the chairman appointed the following to serve upon the committee: Superintendents E. M. Cox, Frank F. Bunker, Roy W. Cloud, E. C. Moore, and Miss May E. Dexter.

Good Ideas on Teachers' Institutes

The subject of teachers' institutes was discussed thoroughly at the afternoon session, the members being divided into four sections under the following sub-chairmen: Superintendents Jas. D. Graham, Mrs. Minnie Abrams, D. H. White, and J. G. O'Neill. At the united session at 4 o'clock the following expressions of opinion were given:

Miss Hettie Irwin, Lake County.—"One should begin the preparation for the institute many months ahead. The best instructors should be secured, after personal interview, if possible. Our institute is the social event of our county and we make the program dainty and artistic."

George W. Frick, Alameda County.—"I believe in giving the teachers the best environment possible, making the session pleasant and comfortable. I favor the one man institute for three days, making a lasting impression, where otherwise there would be so much diversity that the teachers would forget many of the lessons of the session." Mr. Frick also voiced the sentiment that local institutes were highly desirable.

Mrs. Minnie Abrams, Butte County.—"Our section was in favor of institutes. It is better to have local institutes in the county. We cannot afford to always lose our identity in the large associations."

Jas. D. Graham, Long Beach.—"Our section favored strongly the home institute, but believed that the sessions must be merged occasionally with larger institutes for greater inspiration. There should be a few subjects taken up consecutively."

J. G. O'Neill, Nevada County.—"It is well to have inter-

missions so as to permit the teachers to get together and discuss matters among themselves."

James A. Barr, Stockton.—"The plan to have a chain of institutes so as to enable different sections to secure the benefit of high class instructors is a very good one. I believe it should be tried here."

Frank F. Bunker, Berkeley.—"I would endorse two reforms suggested by Supt. James Davidson of Marin County; voluntary attendance upon institutes by the teachers, and the repealing of the section of the law providing that the county or city superintendent should be the chairman of the institute. Conditions which surrounded the institutes in the early days have changed. There is need for more inspiration, more human contact, more realization that we are human beings. So we should not have too much of the old fashioned lecture system. The home institute should come oftener. It is more efficient."

Superintendent Jas. E. Reynolds suggested that the teachers be grouped at local points, within the county, for instruction and work. This, he said, would save expense to both the teachers and the county.

Superintendents George Underwood, Mrs. Minnie Abrams, Mark Keppel and L. W. Babcock discussed the matter of "cutting" institutes by teachers. Cutting off a proportionate amount of salary for time lost, seemed to be the best remedy.

Readers Discussed

As the convention was adjourned Wednesday to permit the superintendents to visit the points of interest, the next session was resumed on Thursday afternoon. Miss Ednah Rich, president of the Santa Barbara Normal School, was introduced and in a brief talk outlined her plan of work for that normal, which related to the preparation of teachers for home economics. Harr Wagner was called upon to give a sentiment for the afternoon, which he summed up in the enunciation, "The Quest of Truth."

Discussion of readers followed the following in which took part Superintendents James Davidson, Marin County; Miss Mamie V. Lehner, Santa Barbara; L. W. Babcock, Mendocino County; C. J. Walker, Tulare County; Mark Keppel, Los Angeles; J. W. Linscott, Santa Cruz County. Dr. Frederic Burk, of the San Francisco Normal School, also took the floor on this subject, his remarks being received with much interest. Superintendent Jas. D. Graham made the follow-

ing motion, which carried: "That it is the sense of this convention that there is no objection to a split series of readers." A motion made by Superintendent Keppel that "There is no objection to the prescribing of a method reader by the State Board of Education" did not receive sufficient votes to carry it.

Pledge 7000 For N. E. A.

The movement to clinch the 1910 meeting of the N. E. A. for San Francisco received much impetus and support at the hands of the superintendents present at the convention, the following report being presented by a committee appointed earlier in the week by Superintendent Hyatt. The report which follows was adopted.

To the annual convention of the County and City Superintendents of California:

Your committee begs leave to submit the following report:

The National Education Association was to have met in San Francisco in 1906. The great disaster in April of that year prevented the meeting. The rebuilding of the new city by the Golden Gate within the short space of three years has been one of the marvels of the century. With the remarkable rehabilitation of the city the educational forces of the State believed that the time had come for the fulfillment of the pledges of 1906. With this purpose in view, a committee representing the entire State was sent to the recent meeting at Denver. In behalf of the City of San Francisco and the State of California, this committee extended an invitation to the Association to meet in San Francisco in 1910. In extending this invitation, the members of the committee were confident that the coming of the N. E. A. to San Francisco next year would be a source of great profit educationally and materially to the entire State.

This invitation to California was accepted by the State Directors subject to the approval of the executive committee of the N. E. A. However, in order to secure the convention for San Francisco in 1910 it was necessary for the California committee to make a membership pledge from this State.

For the meeting of the N. E. A. at Los Angeles in 1907, California secured a total membership of 6384. As San Francisco was in ruins when this membership was secured, the California committee at Denver felt justified in making a pledge of 7000. Feeling assured that the same co-operation extended by the educational forces of the State to Los Angeles in 1907 will be given to San Francisco in 1910, your

committee believes that the pledge of 7000 for 1910 will not only be redeemed but that by active work that number may easily be increased materially. The volume of proceedings which goes with every membership will be of such unquestioned educational value as to be indispensable to every teacher and to every school or public library in California. To the end, then, of securing a membership worthy of California and of assuring the meeting for San Francisco in 1910 we submit to you, the County and City Superintendents of this State, the following recommendations:

1. That every superintendent in California urge his teachers to sign a pledge to take a membership in the N. E. A. for the coming year, provided that the meeting be held in San Francisco.

2. That these blank pledges be issued by the official committee, forwarded at once to every superintendent, circulated by him among his teachers, and returned by the superintendents to headquarters by October 15, or earlier if possible.

3. That every County Superintendent be urged to take steps to place a copy of the proceedings of the N. E. A. for 1910 in every school district library in his county, provided that the meeting be held in San Francisco.

4. That every City Superintendent be urged to take steps to place a copy of the proceedings in every school building in his city.

5. That every County and City Superintendent be urged to place a copy of the proceedings in his teacher's library.

6. That all public libraries be urged to secure copies of the proceedings.

7. That the assistance of the authorities and faculties of universities, colleges, normal schools, and other State educational institutions be solicited to increase the California membership for the N. E. A.

8. That a persistent effort be made to increase the number of active memberships in the N. E. A. from California.

Respectfully submitted,

DUNCAN MacKINNON, Chairman.
L. E. ARMSTRONG, Secretary.
JAMES A. BARR
GEORGE W. FRICK
FLORENCE BOGGS
LILLIE L. LAUGENOUR
MINNIE R. O'NEIL
LULU E. WHITE

M. V. LEHNER
MARK KEPPEL
J. G. O'NEILL
ALFRED RONCOVIERI
D. T. BATEMAN
HARR WAGNER
L. W. BABCOCK
C. L. McLANE
MRS. MINNIE ABRAMS
J. E. CARR.

Galen Clark; Yosemite's Living Land Mark

The treat of the convention was the appearance on Friday morning of the Hon. Galen Clark, the discoverer of the Mariposa Big Trees. Personifying the age and the greatness of the valley, gray-haired, with marks of a life-time spent in the open, this patriarch was a most welcome visitor to the convention. Introduced by Superintendent Hyatt, as a landmark of the valley, on almost equal footing with El Capitan, the advent of this man of nearly ninety-six years of age, was greeted cordially but reverently by the school men and women. With one accord they rose to their feet, bowing acknowledgement of the great and exceptional courtesy Mr. Clark had done them in coming before the convention.

The interest which this independent and rugged pioneer's remarks aroused was intense. For nearly an hour the aged man talked on the geological theories of the savants who have studied the Yosemite, told of the driving out of the Indians, of their begging to return, and of the flora and fauna of the valley. Grimly humorous, Mr. Clark said that never had a camp been molested by the Indians, while he knew of three camps that had been raided by white men. His narrative of the origin of the nomenclature of the landmarks of the valley was keenly interesting, and he submitted to a series of questions with much kindness. When asked if he were not too tired to go on, he replied that he would talk as long as he had something of interest to tell, and that when he was through he would quit.

Mr. Clark is a convincing, thorough illustration of the effect of outdoor life. The residents of the valley state that he dug his grave thirty years ago, and surrounded it with a fence, expecting soon to be laid therein. Now the grave is overgrown, partly filled with debris, and the fence has long since crumbled away, and it takes a guide to find the spot.

When Mr. Clark concluded, he took out his watch, and read the time, without glasses. The convention voiced its appreciation by the adoption of two resolutions, introduced respectively by Superintendents R. L. Stockton, and Mrs. Minnie Abrams, as follows:

Resolved, That especial thanks are due to the Hon. Galen Clark for his entertaining and instructive discourse on the Yosemite Valley, and

Be It Further Resolved, That it is the sense of this convention that the teachers of the State of California be requested to present to the children of this State a sketch of his life which shows to a remarkable degree intelligence, purity of thought and of action, temperance, kindness in all things and absolute independence.

Resolved, That it is the sentiment of this convention that the County Superintendents place Galen Clark's two books, "Big Trees of California" and "Indians of Yosemite Valley" upon the county library list for their respective counties; so that the children of California may read of these wonders as seen and known by one who has spent a life time in their midst.

School Manuals Aids to Publicity

Following the departure of Mr. Clark, the convention turned to the discussion of school manuals, which had been proposed by the chairman, who had received a number of copies of the new Tehama County manual, prepared by Miss Delia D. Fish. A symposium of opinion expressed follows:

Supt. Mark Keppel, Los Angeles.—"Our manual provides for two courses, the secondary one being for one-teacher schools. We select the best we can get from available manuals, and do not run too closely on financial allowance so that there may be plenty of manuals for distribution."

W. D. Helms, City Supt., Richmond.—"Speaking for our county superintendent, we have a loose leaf style manual, in two sections which proves very desirable."

E. M. Cox, City Supt., San Rafael.—"We are preparing for our manual considerable matter on the fauna and flora of our particular territory. In this connection the report on conservation of Resources issued by the State office should prove valuable."

Frank F. Bunker, Berkeley.—"The school authorities must take pains to educate the public, through their school manuals, respecting the schools and their work. We will never attain

the confidence of the people until this is done."

C. N. Shane, Placer County.—"We are carrying on a line of teachers' research work, embodying the results in the manual in the way of sections on local history, birds, flora. I would recommend the Pittsburg Carnegie Library list as a most excellent help for list of books."

D. W. Nelson, Kern County.—"Uniformity of manuals throughout the State is quite desirable. Why shouldn't the State publish a State manual containing the best of the best features of the county manuals? Then the remotest schools would get the benefit of these good things."

Horace M. Rebok, Santa Monica.—"We issue a skeleton outline manual with educational features especially applicable to the general public, and issue to teachers a detailed manual for technical needs."

J. A. Cranston, Orange.—"Much of the criticism directed against the schools is applicable to the school system of five to twenty years ago. This can be corrected by sending out letters and giving publicity to current practices and methods."

Will C. Wood, Alameda.—"I suggest the issuance of a bulletin containing answers to questions usually asked by parents, as well as information regarding treatment of contagious diseases, adenoids, etc."

Supt. Edward Hyatt.—"The school boards have in their manuals a great opportunity to improve the efficiency and the support given by the public schools, if right use is made of manuals. One good thing for every county manual is a map of the county."

Strong For Polytechnic Education

The following resolution was introduced by Supt. Hugh J. Baldwin of San Diego, and received the unanimous endorsement of the convention:

Whereas, The Polytechnic feature of education has passed the experimental stage and is fully recognized by the profession of teaching both in Europe and America as one of the most important factors in the training of youth, and

Whereas, The businessmen, mechanics and people in general demand that said features shall be incorporated into the school system all over this State, and

Whereas, The State through its legislature has already in its wisdom recognized the great value of this training by the establishment of the California Polytechnic School, located at San Luis Obispo, baptised with the following words, "for

mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy and such other branches as will fit the students for the more professional walks of life," and

Whereas, The legislature of 1909 again reflected the wishes of the people by establishing at Santa Barbara a school for manual arts and home economics.

Therefore Be It Resolved, That we, the school superintendents of the State of California in convention assembled, memorialize the legislature of California that special financial help be given the high schools of this State that have established or may hereafter establish the polytechnic line of education and that we request the State Legislature in every way possible to nourish whenever established, and establish where local interests are dormant polytechnic education so that all localities, possessing sufficient children to justify high school facilities of the polytechnic line may have them.

Resolutions of Appreciation

The following resolutions, introduced respectively by Supt. L. W. Babcock of Mendocino County, and Job Wood Jr., of the State office, were then adopted by the convention:

Whereas, Calling the annual convention of City and County Superintendents in Yosemite Valley has afforded to them one of the greatest opportunities to carry out the better objects of the convention, therefore, be it

Resolved, that the members of this convention extend to the management of the Yosemite Valley Railroad and to the management of the hotel at El Portal and to Camp Ahwahnee our heartfelt thanks for the many favors and for their careful and painstaking entertainment.

Women Superintendents United

During Friday afternoon, a meeting of the women superintendents was called under the pine trees to discuss the operation of the new primary law which provides that a candidate for nomination for county superintendent must be an "elector" of the county, instead of a "bona fide resident," as formerly provided by the old law. The women superintendents united on Mrs. Minnie R. O'Neil, of Sacramento County, and Mrs. N. E. Davidson of Kings County to bring test cases to determine the intent of the law in their favor, and to reestablish their right to hold the office of county

superintendent. The women superintendents will provide funds to cover the expense involved in bringing the test cases.

New School Law Discussed

One of the most interesting and helpful discussions of the session was that on Friday on the operation of the new school law. The convention was called together for this purpose in the cool shade of a giant pine which stood just outside the convention hall. The discussion opened by Supt. Keppel of Los Angeles who brought up the matter of tuition fees for high schools and was followed by Mrs. Minnie R. O'Neil of Sacramento, and City Supt. Alex. Sheriffs of San Jose. In the discussion which followed the general view developed that the new laws on this subject do not take effect during the present school year; but that in some counties the district attorney and board of supervisors had agreed to make use of them informally during the present year. No action was taken in regard to this subject and the convention passed on to the consideration of other topics.

A lengthy and spirited discussion ensued on the introduction of the question, "What is a text-book?" President Burk of the San Francisco Normal School, and Supt. Keppel had a lively word duel, in which Supt. Jas. D. Graham, Supt. Will C. Wood, Supt. A. S. McPherron and Supt. Duncan Sterling took part. On motion of Supt. Will C. Wood a committee was appointed by Supt. Hyatt, consisting of Superintendents Will C. Wood, Mark Keppel, Geo, W. Frick, Alfred Roncovieri and James Davidson, to confer with the California Code Commissioners relative to the rearrangement of the school law.

A sentiment was expressed urging that counties be assessed by school districts rather than by townships. Job Wood Jr., of Supt. Hyatt's office, then went over all the new school laws passed by the late legislature, while the superintendents freely asked questions, made comments and gave their interpretation of the various sections. This was participated in by almost the entire convention, and was regarded as a helpful and interesting session.

Take Care of the Indians

The closing session of the convention was called Saturday afternoon, under the pine trees near the Ahwahnee office, just before the departure of the stages for El Portal. L. E. Arm-

strong was called upon to deliver the parting sentiment, which he did to hearty applause.

The following resolution, introduced by J. A. Cranston of Orange, was then adopted by the convention:

Resolved, That it is the desire of this convention that the attention of Honorable William H. Taft, President of the United States, be called to the present condition of the Indians of Yosemite Valley, during his visit to this valley, to the end that they may receive more just and humane consideration.

Then was heard the sound of the approaching stages, and the convention, with a hurrah, was adjourned.

Roll Call Shows Good Attendance

The convention was especially well attended. The superintendents who were present follow:

Geo. W. Frick, Alameda; W. H. Greenhalgh, Amador; Mrs. Minnie Abrams, Butte; Frank Wells, Calaveras; Lillie L. Laugenour, Colusa; W. H. Hanlon, Contra Costa; S. B. Wilson, El Dorado; E. W. Lindsay, Fresno; S. M. Chaney, Glenn; George Underwood, Humboldt; J. E. Carr, Imperial; Robert L. Stockton, Kern; Mrs. N. E. Davidson, Kings; Hettie Irwin, Lake; W. B. Philliber, Lassen; Mark Keppel, Los Angeles; Estelle Bagnelle, Madera; James Davidson, Marin; L. W. Babcock, Mendocino; Mrs. Belle S. Gribi, Merced; Cordelia E. Hays, Mono; Duncan Stirling, Monterey; Lena K. Jackson, Napa; J. G. O'Neill, Nevada; R. P. Mitchell, Orange; C. N. Shane, Placer; Miranda Ray Arms, Plumas; Raymond Cree, Riverside; Mrs. Minnie O'Neill, Sacramento; John H. Garner, San Benito; A. S. McPherron, San Bernardino; Hugh J. Baldwin, San Diego; Alfred Roncovieri, San Francisco; E. B. Wright, San Joaquin; F. E. Darke, San Luis Obispo; Roy W. Cloud, San Mateo; Mamie V. Lehner, Santa Barbara; D. T. Bateman, Santa Clara; Champ S. Price, Santa Cruz; Lulu E. White, Shasta; Belle Alexander, Sierra; D. H. White, Solano; DeWitt Montgomery, Sonoma; Florence Boggs, Stanislaus; L. L. Freeman, Sutter; Delia D. Fish, Tehama; Nellie M. Jordan, Trinity; C. J. Walker, Tulare; G. P. Morgan, Tuolumne; Jas. E. Reynolds, Ventura; May E. Dexter, Yolo; Will C. Wood, Alameda; Frank F. Bunker, Berkeley; D. W. Camper, Chico; C. L. McLane, Fresno; J. D. Graham, Long Beach; E. T. Manwell, Marysville; J. W. McClymonds, Oakland; A. L. Hamilton, Pasadena; P. W. Kauffman, Pomona; A. N. Wheelock, Riverside; W. D. Helms, Richmond; J. A. Cranston, Santa Ana; O. W. Erlewine, Sacramento; L. F. Kilkenny,

Salinas; F. W. Conrad, San Bernardino; Duncan MacKinnon, San Diego; Alex. Sherriffs, San Jose; Grant Karr, San Pedro; J. W. Linscott, Santa Cruz; Horace M. Rebok, Santa Monica; James A. Barr, Stockton, E. M. Cox, San Rafael.

The State Board of Education was represented by Dr. Frederic Burk of the San Francisco Normal School, Miss Ednah Rich, president of the Santa Barbara Normal School. Professor Lee Emerson Bassett of Stanford University, Mr. and Mrs. Dane Coolidge of Berkeley, Dr. W. F. Snow, secretary of the State Board of Health, Sacramento, L. R. Armstrong, editor of the Sierra Educational News, Harr Wagner, editor of the Western Journal of Education, Miss Christie Corlett of San Francisco, Nathan F. Smith of Alhambra, Geo. C. Bush, South Pasadena, E. N. Baxter, assemblyman, and James Gillan attended the convention. Many of the superintendents brought their wives and other members of their families so that the number of those who made the trip to the valley was greatly increased.

The book men were well represented also, there being at the convention Gaylord H. Chilcote and D. F. Scott of D. C. Heath & Company, Jesse Ellsworth and Eugene Cobbler of The MacMillan Company, Philip Woolsey of the American Book Company, A. A. Macurda, Silver, Burdett & Company; J. F. Beers, Educational Publishing Company; and Fred T. Moore, of the American Book Company. E. C. Boynton and Calvin Esterly of Boynton and Esterly's Teachers' Agency, Mr. Coddington of the Fiske Agency, were also present.

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AROUND THE EDGES OF THE CONVENTION

By Elizabeth Dorland Brown

There was much good fellowship throughout the Yosemite Convention. The pleasant experiences and delightful associations began as the parties converged from various sections of the State and met at the entrance to the valley where the honk, honk of the automobile is never heard. Many of the superintendents arranged to reach El Portal in the early evening and there spend the night at the gateway to the valley, on the banks of the Merced—the river of mercy—with the great hills closing round about. At dawn all were astir and eager to start on the long stage drive to Camp Ahwahnee. With the crack of the whip they were off, winding round and round, in and out, up and down, the great gray walls growing

higher and higher, the great trees taller and denser, and the winding Merced more turbulent and swift.

Each driver was to his party of eleven a veritable Major Domo, guide, mentor and historian. Between rounding sharp curves, passing teams, with the outer wheels literally clinging to the rocky sides of the road, "Old Cap" found time to point out the turkey across the gorge, the cat high up on the canyon wall (which Superintendent Hyatt pronounced to be the caterwaul of the valley), the Mother, and the Queen of the valley, and many other fantastic images, which the fancy of the pioneers and men of the woods long have conjured up to point out to tenderfeet.

Another of the drivers assumed the role of Baron Munchausen, carrying it out to the exquisite delight of his auditors, his favorite tale being the description of El Capitan as seen by him when "it was a mere pebble." Picturesque, rugged, thoroughly conversant with the traditions of the Indians and the early pioneers, these modern knights of the road proved to be most interesting. But they deprecated all suggestion of possible danger, declaring that present day staging holds not the thrills, excitement and risk of a few years since.

On our arrival in camp the one impression after twelve miles of coaching was, to quote Professor Bassett of Stanford, "Dust thou art; to dust returneth," and we HAD returned to dust. Quickly we changed our khaki suits for more comfortable attire, and soon heard the dinner bell. Life in the Yosemite Valley had at last begun.

And so the joyous week began. The bachelors' table sprang into existence at once, and throughout the session their songs and jokes, their quips and sallies, kept the whole dining room in an echo of laughter and produced a contagious spirit of merriment which quickly enlivened the whole dining room. Ever and anon one would hear the question, "Who planted the big trees?" and the invariable answer, "Baldwin." Before the week was over his associates had magnanimously conferred upon him the authorship of everything of magnitude connected with the valley. Nor did the fun of the bachelors cease at the table. There were rumors of trips to a certain deep, cool swimming pool, where the iciness of the stream was no bar. That is, all but two of the party, for although they told of a plunge in the Merced after a strenuous twelve mile walk, there were others who doubted the tale, on the ground that there wasn't enough water in the creek to substantiate the narrative.

Everyone made the most of the intermissions and the hours before the sessions to tramp up and down the floor of the valley, arising before dawn to witness sunrise on Mirror Lake, to climb the steep mountain side to Glacier Point, or to scale the dizzy and difficult ledge trail to the heights above. Many pilgrimages were made in the cool of the morning to the Happy Isles, and to the spray of the Yosemite, Vernal or Nevada Falls. The women were equal to the men in their daring and endurance, and it is safe to say, at least until the latter part of the week, that none stayed in camp when there was opportunity to get the full benefit of the stirring outdoor life.

A genuine Fourth of July celebration was furnished by Camp Curry one evening, when the entire delegation trekked up the valley in the cool of the evening and witnessed the spectacular display of forest fireworks, consisting of huge embers hurled from Glacier Point in the darkness above, and tumbling down the side of the precipice like a phosphorescent waterfall.

Best of all were the great bon fires around which we gathered nightly in a three hundred foot circle. When the peace of twilight closed in upon us, we gathered around a huge pile of logs, to spend the witching hour in story telling and song. The spirit of jollity was ever present, everyone being ready to give others the best in his power to add to the entertainment.

Here to the accompaniment of the distant waterfall we heard Mrs. Dane Coolidge charm us with her folklore selections, while the trees above caught up the sound of her song. There Fred T. Moore sang of the "Four Leaf Clover," and Alfred Roncovieri played on his slide trombone. The book men's quartette proved the recipients of much applause, and their song of "As I Smoked My Last Cigar" drew encore. Mr. Dane Coolige gave Indian stories, and we, like children, sat breathless and wide-eyed. Harr Wagner amused us with his monologues, and his recital of the favorite stories of the superintendents, not to omit Superintendent Kauffman's frog story.

Real pleasure was afforded by Professor Lee Emerson Bassett of Stanford University in his recital of the graveyard scene from Hamlet. It was intensely inspiring, not to say weird. Its effectiveness was enhanced by the gloom of the surrounding trees, the stillness of the valley, and the flickering light reflected from the camp fire upon the speaker's face. And when Superintendent Hyatt and Superintendent Baldwin

collaborated in their story how their driver shot up a certain far away desert town on the occasion of their joint school visit, the merriment was unequalled. Miss Corlett of San Francisco, Mr. J. F. Beers, and many others assisted in making the camp fire scenes ones long to be remembered.

And so after several hours each evening there came a time when we crowded closer to the burning logs, and when the bonfire lay a mass of dying embers, the moon rose higher over the heaven kissing peaks, the soft light fell in the peaceful valley. Slowly and reluctantly, with eyes lifted to the starlit skies, holding silent tryst with the Great Unknown, we turned to our tents and were soon lulled to a dreamless slumber by the lullaby of the wind in the pines.

* * *

SENTIMENTS ON THE YOSEMITE VALLEY

The City and County Superintendents and honorary members of the convention, on request, gave the following sentiments.—Editor.

Superintendent Hyatt to the Members of the Convention

"This convention was called for an educational purpose. Its greatest lesson lies in these matchless peaks and minarets, those wondrous cliffs and waterfalls. See them, feel them, make them yours. Carry some of them home, to your teachers and to your children. And may peace go with you."

* * *

Yosemite, marvel of Omipotence! may our lives, henceforth, reflect the strength and calmness of your towering cliffs; the purity and beauty of your shimmering falls.—Minnie R. O'Neil.

* * *

Neither tongue, brush nor pen can portray the wonders the eye perceives in this beautiful valley.—Chas. H. Camper.

* * *

Its influences bring a joy an unlifting that we can express only to God.—Bettye Kirkpatrick Cree.

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I have visited the Grand Canyon of the Colorado, Niagara Falls, and many of the wonderful places in North America, but none of these possesses the beauty and grandeur combined as does the Yosemite Valley.—A. S. McPherron, County Supt., San Bernardino County.

The place is too magnificent for words to express one's sentiments.—E. W. Lindsay.

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In preparing to live we are also living. It is not as important to attend to right living as to the preparation for better living.—Calvin Esterly.

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To me the Yosemite is a garden full of giant trees made tiny by distance, a land of high cliffs of running water and of wind whispering in the trees.—Mary Roberts Coolidge.

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The majestic cliffs of the Yosemite dwarf a man's body to the dust of the earth but they exalt his soul to the skies.—Dane Coolidge.

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Standing on the dizzy heights of Glacier Point, overlooking the valley below, I was awed by the grandeur of the surrounding cliffs and the sweet silent beauty of the valley beneath. It is with a sigh of regret, that I turn my back on these marvels of nature and return to the rushing, bustling world. But we cannot help being better men and women for the week spent amidst these scenes where nature teaches the great lesson of peace, harmony and love.—Minnie S. Abrams.

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I've a notion that if we saw more of nature's wonders, such as these, we'd have a clearer conception of our own comparative insignificance.—C. N. Shane.

* * *

Yosemite Valley has been, and the memory of it will ever be an inspiration to me. The pervading feeling while here amid the vastness and grandeur of its granite columns, the ceaseless music of its waterfalls, the calmness and beauty of its lakes and streams, and the restfulness and peace of its woods and meadows has been one of nearness to Him who created this vast cathedral.—Belle Alexander.

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There is something about the wonderful cliffs and waterfalls of the Yosemite that impress me with a sense of the oneness of man and nature. No one can gaze upon these scenes without feeling that the Great Artificer dwells in them and speaks through them words of peace and harmony that are quieting to the soul.—L. E. Kilkenney.

The valley in darkness, the bright moonlight on the western wall of the canyon—what more sublime picture.—J. H. Beers.

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Emerson expresses my sentiments in "The only place I've ever seen that quite comes up to the brag."—James E. Reynolds.

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We are larger mentally and spiritually from our contact with the wonders of nature in the Yosemite Valley and from our personal contact as educators.—J. A. Cranston, City Supt., Santa Ana.

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In spite of the fact that acknowledged great artists have painted scenes of the valley and that great photographs have made great pictures of the same, when one sees these paintings and pictures side by side with the original he is impressed with the truth that man's work is but a poor imitation of nature.—R. L. Stockton.

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Grand, sublime, inspiring, uplifting.—J. W. Linscott.

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The best that I can say about Yosemite Valley seems trifling and insignificant now while I am surrounded by its wonders.—Raymond Cree, Riverside County.

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I must come again; one visit is too short.—E. C. Boynton.

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It is the inspiration of a life time to see the world from the top of Glacier Point. Man here realizes his own insignificance and stands awed in the presence of the wondrous works of God. Description of Yosemite is beyond the power of words to express. Understanding is impossible because there is nothing in the world to compare with it.—Duncan Stirling.

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We shall have to coin new words to express adequately its grandeur.—Cordelia E. Hays.

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With each passing moment Yosemite increasingly entrances me with its delicate beauty and its massive grandeur. I leave it reluctantly. If by some painful, mighty throb these qualities in it were evolved, I should not complain if, perchance,

through a like painful process like qualities of character might be evolved in me which otherwise I might never possess.—A. L. Hamilton.

* * *

This great natural cathedral, unspoiled by man, brings one nearer to God.—L. E. Armstrong.

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The best mules on earth.—O. W. Erlewine.

* * *

God is great.—P. W. Kauffman.

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The most inspiring incident of my life was the tramp from Ahwahnee Camp via Glacier Point, Sentinel Dome, Nevada Falls, Vernal Falls. Take the trail on foot.—Horace M. Bebok.

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Words utterly fail.—F. W. Conrad.

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Several volumes would not express it.—Belle Gribi.

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I shall always cherish the fact that I was able to attend my first convention of school superintendents at this beautiful place. It is simply grand.—W. L. Helms.

* * *

Its magnificence should inspire one to higher thoughts and nobler deeds.—Jas. D. Graham, Long Beach.

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This is one occasion where words utterly fail to express my feelings.—S. M. Chaney.

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Artists and lecturers and writers cannot describe Yosemite. To be appreciated it must be seen and felt.—Nathan F. Smith, Alhambra.

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This is the grandest sight I ever saw.—R. Warnock.

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I have always been a lover of California mountains, and my one week here leaves me with two thoughts; 1st. That I have not had the great privilege of seeing this valley through four eyes (two of which had to remain in Sacramento); 2nd. That nothing shall prevent my coming again to stay.—William F. Snow.

The Yosemite seems to me to be the most satisfactory vacation place I have visited. It combines all the charms of color, form, distance, comfort—a great outdoor home wherein the children become for the time being members of nature's great loyal family. I shall come often.—Charles Fletcher Scott.

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The greatest wonder of it all is that God has set down here so many wonders in such a small space.—H. A. Linscott.

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Incomprehensible.—L. L. Langenour.

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A picture which Divinity alone could paint and which man cannot describe.—DeWitt Montgomery.

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No one can ever take the memory of Yosemite from me.—Mrs. DeWitt Montgomery.

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It is the limit both ways for heat and dust and beauty and grandeur.—Nann Langenour.

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As we leave behind this magnificent freak of nature I feel that our eyes are just opening to its grandeur, sublimity, and impressiveness.—Geo. Underwood.

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The longer I stay the grander it seems.—Mrs. O. W. Erlewine.

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Its is beyond anything I ever dreamed of.—Mrs. Duncan Stirling.

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Yosemite! O, Yosemite! The grand old valley. I have seen it once and I hope to visit it again. There is but one Yosemite.—J. G. O'Neill.

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Description of the grandeur of the scenery is beyond the power of expression.—Nellie M. Jordan.

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For the amount of space occupied, perhaps no other place in all the world contains so many wonderful and beautiful scenes. Every child in California should have the opportunity to visit the Yosemite and receive the spiritual uplift that comes from beholding these vales and templed hills.—D. W. Nelson.

Words are so inadequate to express the grandeur of the valley and the surrounding natural features that I will not attempt to express my sentiments.—F. E. Darke.

* * *

Words cannot express the inspiration that this magnificent work of nature has been to me. The massive granite walls towering into the heavens; the turbulent sparkling waterfalls has become a part of my life. One cannot look upon this grandeur without coming in closer relation with his Creator.—J. D. Alexander.

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A place of wonders, full of inspiration for men.—Delia D. Fish.

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Wonderful, magnificent and aweful in its grandeur, inspiring within man his own insignificance.—W. B. Philliber.

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It's more than an inspiration; it's an exaltation.—A. N. Wheelock.

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Beautiful, beautiful, for situation is the valley of the Yosemite.—Mrs. C. H. Camper.

* * *

Great.—George C. Bush.

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It makes a native son of the Golden West ashamed of himself that he has not been here before—George W. Frick.

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A most wonderful panorama.—E. B. Wright, County Supt., San Joaquin County.

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In this mighty cathedral one is filled with awe and reverence more profound than felt in temples made with hands. Who abides wondering in the shadow of these century-sacred walls shall find the blessing of humility, and he shall carry the strength of the hills with him when he returns to toil in the valleys.—L. E. Bassett.

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O height of Heaven!
O depths of Hell!
My soul responds
'Neath Yosemite's spell!

—Hugh J. Baldwin.

The convention the most inspiring force in education, met in the most inspiring place in California.—E. M. Cox.

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Having seen Yosemite Valley, I mean not to be in a hurry ever again.—Mark Keppel.

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Superlative.—Lulu White.

* * *

I love my home, but oh Yosemite.—Roy Cloud.

* * *

The first place I have come to where after three days I did not want to move on.—Tom Brown.

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The greatest ever.—Ralph W. Coddington.

* * *

Yosemite—the greatest effort of nature; the place to which we all wish to go; the place in which we wish to remain when there and the one place to which we wish to return when we have once visited the valley.—Job Wood Jr.

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We have received the message of the mountains; the strength of the rocks; the poem of the waterfalls; the re-baptism of the mist; and strength, courage and inspiration to carry through the years. To us it must be forever glory land. —(Mrs.) Mary P. S. Arms.

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Yosemite—force, power, inspiration, exhilaration uplift. "How mighty are thy works, O Lord."—Miranda Ray Adams.

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The greatest and grandest of California's wonders; where man is brought in tune with the Infinite.—W. H. Greenhalgh, Supt. Amador County, Cal.

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In the presence of the gigantic and massive granite walls, I thought of man's insignificance and infinite smallness. Yosemite has impressed me, more than anything I have ever seen, with a deeper reverence for Nature's wonders, and a holier love for God and country.—Alfred Roncovieri.

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I would not go to Yosemite for rest. I would seek green meadows and quiet waters for that. But if I had some mighty

task to perform for which I felt I had not the strength I would stand on the northern shore of Mirror Lake, lift my eyes to the sublime heights of Half Dome, and from the limitless strength of its granite walls receive in full measure the strength of which I stood in need.—Hettie Irwin.

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COMMERCIAL EDUCATION IN THE UNITED STATES AND ABROAD

By James Ferguson, Deputy. Supt. of Schools, S. F.

Mr. President and Fellow Teachers:

The Mosely Education Commission, of which I had the honor to be a member, was formed for the purpose of studying the educational systems of Great Britain and Ireland. Some fifty of the five hundred delegates visited the schools of France and Germany. It was my privilege to visit all of these countries, and also several of the leading cities of the United States, upon my return.

Before taking up the topic assigned to me, let me say that at no time had the San Francisco delegates reason to feel ashamed of the work being done in the San Francisco School Department. In California we sometimes hear the voice of the slanderer saying that San Francisco schools are marked with inefficiency, and that life tenure has brought to us educational decay. Without claiming perfection for our department, I wish to say that the schools of San Francisco compare favorably with those of any city visited by your representatives, in this country or in any other; and in this the other members of the delegation will bear me out.

We found the study of foreign schools most interesting. The special schools, particularly in England, have an individuality about them, equaled only by a few in our country. And the chief reason for this is the head master is given the greatest amount of freedom in making the course of study. He is given a free hand, also, in the selection of his teachers, and in the technical subjects he always selects those who are expert through experience in the practical work. So far as our investigations went, we found that the Boards of Education did not appoint teachers in general in these schools, but merely ratified the selections made by the principals.

At some other time I hope to report on several types of institutions which we visited, but this morning I shall speak particularly of the movement in commercial education. Even with this one phase of our investigations, I shall have to con-

fine myself to a discussion of types of schools, rather than of individual institutions, and touch upon only the broad, general movement.

In another place I shall give details regarding Courses of Study, including outlines of some subjects, and comments upon the methods of instruction. But in the time allotted me here, it is not possible to enter into such details.

While in Liverpool, I was referred to a university professor who was reported to be one of the best authorities on commercial education in England. He expressed surprise that America should go to England to learn anything in this with this one phase of our investigations, I shall have to con-branch of education, for, in his opinion, America is one of the leading nations in commercial education. "English education is classical," he said. "The education of two hundred years ago. It is most difficult to get our educational authorities to see, that as our people change socially and economically and our national ideals change, so must our system of education change."

I had seen enough in my visiting to know that there was an element of truth in this statement. Every here and there, I found a secondary school which had no conception of what commercial education should be. One case will be sufficient to illustrate. In a prominent school which I visited, the commercial course differed from the college preparatory course in two particulars only—German was substituted for Latin, and the matriculation fee was reduced to one-half.

However, I had seen good work, particularly in Belfast, Edinburgh and Manchester, and felt that while his statement was undoubtedly correct so far as a national system of education was concerned, sparks of genius might be found in this movement somewhere throughout the country. And in this I was not mistaken.

The greater amount of work in commercial education in the British Islands is being done in the continuation or evening schools, and without receiving any such encouragement from the general government as is given to other forms of education. Towns with a population of not more than four or five thousand inhabitants conduct such schools, combining technical and commercial instruction. In some places I found shorthand taught successfully in the grades.

In passing, I should mention that manufacturers in all the cities take pains to inform their employes of the advantages offered by this commercial instruction, and encourage them to attend the classes.

In the London schools, I was struck particularly by printed announcements of examination in commercial subjects, given by the London Chamber of Commerce and other associations. And I found upon inquiry that it was considered of as great importance for the schools, public as well as private, to prepare for these examinations, as it is for our secondary schools to prepare for the universities.

The annual distribution of prizes offered by the examining bodies is an important event and is taken advantage of to instruct the people regarding the opportunities for young men and women through commercial education. Usually a man of high national standing is selected as chairman, who delivers a worthy address upon some appropriate educational topic.

On visiting the headquarters of the London Chamber of Commerce, the education Secretary explained to me how the Chamber came to take such an important part in this educational work.

Over twenty years ago, its attention was called to the fact that in that city a very large percentage of the clerks in the business houses were foreigners, and a committee of the Chamber was appointed to investigate and report the reasons for this condition. It was stated by the merchants of London that these foreigners, principally Germans, had a better educational equipment for business than young Englishmen, and, in addition, were willing to work longer hours and for smaller salaries.

It was also recognized that many of these foreign clerks would remain in the employ of London merchants only for a sufficient period to become thoroughly acquainted with the details of the business, and then leave to accept positions with merchants of their own nationality, located in either London or Germany.

This condition was considered to be unfavorable to the commercial interests of the metropolis, and the London Chamber of Commerce set itself about to effect a change. It appointed a committee which visited the leading commercial schools of the continent to investigate the systems under which these young men were trained, and, if possible, to devise some plan of education which would make the English boys as efficient as these foreigners.

This committee drafted a course of study, which was submitted through the Chamber of Commerce to the educational authorities. Emphasis was placed upon modern languages and science, and technical subjects were included. But

very great difficulties stood in the way of having it adopted. The elementary schools of England were absolutely controlled by the Education Code (or School Law), which prescribed the work to be done in these schools, and the secondary schools were dominated entirely by the universities, in a spirit which was not friendly to any change in their classical program. So a new line had to be followed. The Chamber decided to offer prizes and scholarships to encourage individual schools to include the proposed subjects in their courses of study. Examinations were begun and in the first junior or elementary examination, out of 65 candidates only 17 passed. This was considered a frightfully bad showing for the City of London, and caused the merchants greater alarm.

The next step was to encourage the teaching of commercial subjects in the evening schools, and the Chamber instituted what it calls a senior examination. In the first one held, bookkeeping was the only subject called for, and of 17 candidates, but 4 passed.

As the Chamber of Commerce and other bodies advertised these facts, the demand for higher commercial training in the schools increased very rapidly and soon included every subject on the list. These examinations now cover between 30 and 40 subjects, including 10 modern languages, science, drawing, history, economics and law and the more technical commercial subjects, and many of the questions are such as would do credit to any senior examination paper in our high schools, or even in our universities. The test in shorthand for the senior or teacher's certificate, is for 5 minutes at the rate of 110 words per minute, to be immediately followed by 10 minutes dictation at 120 words per minute. The papers are marked upon accuracy of transcript, and neatness and accuracy of stenographic outlines. Shorthand examinations are also given in French and German.

Competent teachers were required, and the Chamber set itself about to help supply them. It inaugurated courses of instruction in the above subjects and employed prominent scholars and practical men of the highest standing in the different fields of work represented. In addition, in 1904 it instituted an examination for teachers' diplomas, which up to the present time has been conducted with very great success.

This work of the London Chamber of Commerce affects not only London but the whole of the British Islands, and reaches as far as India and the colonies. Examination cen-

ters are organized in any city expressing a desire for such, and the necessary papers are sent by the Education Secretary. The details of the examination are so arranged that upon the successful completion of the work, certificates are issued to those fulfilling the requirements.

The merchants of London now give preference to those who hold these certificates from the Chamber of Commerce. This places a market value upon these credentials and gives a very great impetus to commercial work.

Almost everywhere one goes throughout the British Islands, he will find young men and women spending 3 or 4 evenings a week in the night schools preparing themselves for these or similar examinations. The educational spirit seems to be in the atmosphere in much the same way that the nickelodeon fever prevails with us.

The progress of the Chamber of Commerce with the London Board of Education in having commercial courses introduced in the day secondary schools has not been so great, for reasons which I have already mentioned. But the Education Secretary stated to me that a committee had been appointed by the Chamber of Commerce to confer with a similar committee from the Board of Education and another from the universities, and that an agreement had practically been reached regarding the introduction of this work into the secondary schools in the near future.

While England has no well organized system of public secondary or high schools such as we have in America, if one is to judge from the expressions of opinion of the most prominent public men and the leading educators, this defect will soon be remedied, and with due consideration for the needs of the commercial classes. In fact, public opinion among the leaders of thought in England is more strongly in favor of this practical education than it is yet with us. But in America the tide is on the flow and it is rising very fast. Just at present the status of commercial education in secondary schools, in England is much the same as in America.

But England is also doing work of university grade in commercial education. The London School of Economics and Political Science, organized in 1895, began by offering a wide selection of subjects leading towards commerce as a liberal profession. The work in these courses was of such a high order that in 1900 the school was incorporated in the University of London. The regular courses are still given with success and lead to the degrees of B. Sc. and D. Sc. Similar work is being done in a number of other institutions.

About commercial education in Germany I can say only a word at this time. Here it is upon a firmer basis because it is a part of a national system which is recognized as having no superior. No less than in England, do Chambers of Commerce and merchants give substantial support to this movement.

The German system of commercial education is education in the broadest sense. There is nothing of the cheap business college type about it. Germany has made general education more definite in its application to commerce and trade, and especially so in economics, science and modern languages.

Upon this principle the entire scheme of commercial education in Germany rests, and schools of commerce and departments of commerce are carrying out the work with very definite ends in view. In addition, the higher commercial schools are also training teachers most efficiently for this work.

The judgment of the most expert critics is that Germany's unprecedented progress in building up her home industries and in extending her foreign trade is due to her most efficient system of industrial and commercial education.

It was my privilege, in company with Mr. O'Connor, to spend a day visiting the Boys' High School of Commerce in New York City. We were present at a general meeting in the assembly hall when the entire student body of 1500 was in attendance. A finer looking body of young men it was never my privilege to look upon. The course of instruction is for five years, and the instructors are the most capable that can be found in secondary education work. The most surprising thing to a person who is not familiar with the work of such a school, is to find that the courses of instruction include the exactness of detail of courses in regular high schools, and, in addition, are much broader in scope. This may be said in general of this school. Here the whole plan of the work which we saw in science, literature, history and civics, languages and art was specially strong, and far beyond that usually found in the university preparatory courses. Instead of preparing the student merely for future study, the work here is planned so that it shall have the most direct result in the life of the boy as an individual and as a member of society. Several of the courses of instruction, such as civics and economics, relate directly to the problems in the Government of New York City.

In Bryant and Stratton's business college, I found a type of trade school worthy of mention. Here the course of study

is, as is typical of business colleges, specialized to a high degree. But the work done in the different courses, for instance in arithmetic and bookkeeping, is of the most thorough kind. The students are of a superior type, and the entrance requirements are far above those of the ordinary business college.

I have chosen these institutions as types of the best in the two classeses of commercial schools in this country. There are others in Philadelphia, Washington, Pittsburg, Cincinnati, and Chicago, which I visited and which I should be glad to speak of, but time will not permit. Also, the great International Correspondence School at Scranton, Pa., is worthy of particular mention because of its effective work, but I shall have to leave that until another time.

This movement in commercial education which, by the way, is but one phase of Industrial Education, is a part of the solution being tried for one of the greatest educational problems that has ever confronted us. That our present educational system is not perfect, no one will deny. Some of our prominent educators even say that it is not a success. Dean Russell, of Teachers' College, Columbia University, who spoke before our last teachers' institute, says of it: "Anarchy and immorality are the direct results of our inadequate public school system. The attitude of our public schools is to lead a boy to believe he can be President of the United States, that he can achieve greatness in professional life—can do anything except earn a day's wages by a decent day's work. The typical American boy and girl look forward to occupying some high position in which they can wear handsome clothes. It has been said that no agency in the country turns more girls into the streets than our public schools. These young women have no decent way to earn their own living. The boys whom we fail to attract to our schools are the ones who make the anarchists, and it is not strange, considering the bringing-up they have had."

This may be "rhetorical exaggeration," but coming from such an authority, it is worthy of notice.

The controlling motive in our courses of study for the public schools, has been that the work of one year should lead to the work of the next, and that one school should prepare for the next higher. So we have a stairway leading from the first grade to the university.

But of those who start the climb over half fall off at the sixth step, and of the small percentage of pupils who get to the ninth, only six per cent enter a college door.

Our public school system is a regular University Limited Train, with no way stations, and making no stops en route. Those who jump off land nowhere. But the alarming thing is that the great majority do jump off, from necessity or otherwise.

Business men ask why the graduates of the grammar schools in the United States, cannot solve with accuracy, simple problems in practical business arithmetic, and the answer usually given is that these problems are not in the school arithmetics. For this the teachers are not to blame. These same men say that some high school graduates cannot use simple English words in writing a plain business letter. But again the trouble seems to be that the subject of the letter is one which is not dealt with in our university preparatory program.

One young man, upon graduation from the high school, is refused recommendation to the university, because in some subjects his grades are not high enough. Another is recommended, but the university authorities drop him at the end of the first semester. His instructors say, "Lacking in gray matter." Both of these young men are cases of the "two dollar boy" who is not worth the five thousand dollar university education, as expressed by one College President.

Both have been given a college preparatory course. But they are not prepared for college. What are they prepared for? What have we done for these "two-dollar" boys? Have we, as principals, tried to answer this question, as a father or mother would answer it for a son or daughter? Or, do we feel that having pronounced sentence, our whole duty is fulfilled?

I must confess that my conscience troubled me when, as a high school principal, I was compelled to refuse to a graduate a recommendation to college. Not that giving the recommendation would have made matters better. But I felt guilty that I had been even a small part of an educational system that neglected the needs of ninety-four per cent of the pupils who entered the school.

It is nothing short of a crime against the individual and against society for us to take a pupil's time in school until he is seventeen or eighteen years old, and then turn him out without any direct preparation for some useful occupation in life.

Englishmen saw that the inefficient product of the English system of education affected the national wealth, and they at once recognized that the problem which confronted them

was national. Ours, too, is national, and we are beginning to feel it. But, only a few realize the great danger. The natural resources of our country are so great that we think there is no end to them. We require no gleaner to go over our fields of grain. The sheaves contain enough to fill our barns, even to overflowing; and because of this we have allowed ourselves to become the most wasteful people on earth. Our public lands have been an outlet for the labor that could not find other profitable and congenial employment. But these lands have been taken up, the frontier has disappeared, and congestion is beginning in our cities. And we are feeling it.

With all our natural resources, Germany has outstripped us in selling home-made goods in foreign markets. And this in spite of the fact that we have increased the area of our markets by the acquisition of foreign territory.

How has this been done? A short time ago a Commission was sent from Germany to investigate industrial and commercial conditions in the United States. That Commission did its work quietly and effectively. Upon its return to Germany it reported that the United States was immensely rich in natural resources, but that Germany had nothing to fear from us in competition, because what Germany lacked in natural resources, she made up by giving her youth a far better scientific and technical training than that given in the United States. And it may be said in addition, that the commercial education given to young men in Germany who choose a commercial career, far better fits them to meet competition abroad than that given in our schools.

Unless we support the principle that certain classes of our people have no rights educationally, we must grant that different ideals or standards in educational work are necessary. The university standard of higher education is good only for those who can go to the university. The high school standard is good only for those who can go to the high school. But the masses do not belong to either one of these classes. Shall their needs be given no recognition? America is an industrial nation founded upon the principles of democracy, and we should be the last in the world to deny recognition to any line of instruction, that makes a boy or girl of any age a more efficient economic factor in society. Wherein business colleges have given information or training to boys and girls better equipping them for life, they are worthy of praise. Wherein Manual Training or Technical or Commercial Schools, day or evening, have been able to add to the

efficiency of their students in any degree, they are worthy of the most hearty support.

All of these types of schools should be a part of our public school system. There should be provided for every boy the very best education that he is capable of taking, and especially so for those who have been forced early to enter the economic struggle for existence. Consequently, most generous provision should be made for a system of night schools throughout the whole country. Our future citizens are going to be educated in their civic duties somewhere, either in school or on the street corners or in worse places. And the one who becomes most dangerous to society is the industrial inefficient. The vast majority of the inmates of our penitentiaries are those who never learned a trade or profession.

One course for all, and that one leads from the first grade to the university.

If a clothier adopted the same principles in his business that we are compelled to follow in our profession, he would keep but one style of clothes—of the same size, color, price and quality. And the milliner would offer only one style of Easter bonnet. The doctor would use one prescription for all diseases; and, let me add, he would have no greater number of dead to answer for than we have.

We have been saying that our schools should make men—not breadwinners, forgetting that the most essential basis for society is industrial efficiency. We have talked learnedly about educating our boys and girls for leisure hours, forgetting that leisure hours require busy hours as an economic basis upon which to stand.

As a body, we school men have not yet come to realize the importance of this great movement in industrial education. True, Manual Training and Commercial studies have been introduced into our schools, but more as an experiment in trying to solve the problem of how to keep children in school. We apologize for Manual Training by saying that we allow it only as a kind of busy work, and in referring to Commercial Courses explain that ours consist chiefly of "culture" subjects. Too many of us think that the end sought to be accomplished by such courses is not desirable. We are not universally agreed that labor is dignified, and that preparing boys and girls to make an honest living with their hands, as well as with their heads, is honorable.

This nation cannot exist without manual labor, and the masses must support themselves by the work of their own hands.

One of our republican principles is that one individual is as good as another and that the rights of even a single individual are worthy of notice by the supreme authority. We must commit ourselves to a policy that shall as efficiently provide instruction for the wage earner's son who desires to take up a commercial or other industrial pursuit at the age of fourteen, as we have provided for the well-to-do man's son who has had chosen for him a professional career, upon which he is to enter at the age of twenty-one.

Recognizing these truths, some of our leading educators have agreed that at least a part of our school time should be given up to making men and women in the broader sense—not having less culture, but having greater efficiency—not less capable of enjoying leisure hours, but more capable of employing their busy hours with profit to themselves and to society.

The Spirit of Democracy is just beginning to get into our system of education. We have boasted of our free school system as though it applied to all alike. But it does not. It is a class system of education. To the artisan's child it is very much like the "free" public athletic ground which is limited to the game of golf, under the rule that all players shall furnish their own caddies, sticks and other paraphernalia.

The needs of every individual child must be supplied if we are to make our principle "Equal Opportunities for All" apply to our public school children. Education leading to the professions is free. The non-professional class are beginning to ask why an equally efficient education, leading to the industries is not also free. They already recognize that there is a privileged class in education, and that they do not belong to that class.

Already the Commercial phase of the great movement of Industrial Education has taken root in California. We recognize its value, and it does not require the vision of a prophet to see that its future must be bright. It is not a question of whether we shall increase the enrollment in one subject over that in another, whether the attendance in one school shall be increased over that in another, or whether the selfish ambition of any individual shall be satisfied. In the matter of commercial education we must proceed from the point of view of the interests of the child, and from that only. In this newer education the controlling spirit must be "Education for All," and the motto, "Education for education's sake" must in our public school system give place to a higher and worthier one, "Education for the child's sake."

Lest we fear that this new spirit in education will cause our American scholarship to decline, let me call attention to the fact that Germany with her progress in Commercial and Industrial education, greater than that of any other country, stands in the front rank also in scholarship.

In conclusion, then, let me say that the next development in our educational system must be to make of every individual a more efficient factor in society by giving to him such a training as shall develop his hand as well as his head and his heart. And in this, Commercial Education must form an important part.

* * *

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

To the School Clerk

Are your school grounds neat and tidy, free from weeds and trash, suitably adorned by trees, well improved and well kept, so that little children will absorb lessons of thrift and care while they are young?

If not, why not?

To the School Trustees

What do you see when you visit the school? Are the floors and walls unclean? Is the furniture old, worn, ink splotched, unvarnished? Are the curtains and maps raggedly flapping in the wind? Is the stove propped up by a brick? Does the stovepipe sag hopelessly? Is the plastering falling off?

If so, how long, O lord, how long?

To the Teacher

Is your school library fit for a visitor to see it? Is the trash cleared out and burned? Are the books neatly arranged? It is a horrible experience, to trustingly open a library door suddenly to be struck in the eyes by a wilderness of torn charts, dog-eared books, ragged maps, kindling wood, dictionary holders, feather dusters, broken desks, all tossed into inextricable confusion by a stormy sea.

School Boards should read the resolution presented to the Annual Convention of Superintendents on polytechnic education, introduced by Hugh J. Baldwin. They are printed in this issue of the "Journal."

* * *

FARMER'S WEEK

At University Farm, Davis, Cal.

Monday, October 25th—Saturday, October 30th.

One of the most helpful of modern methods in the development of short courses is several days of instruction in all branches of agriculture so concentrated and digested as to eliminate the element of time which is often a barrier between the farmer and his ability to take advantage of courses in the agricultural college. The farmers are few who cannot be away from home for a week, and this week is to be so attractive that even these few will be impelled to come.

The lectures and demonstrations by the agricultural faculty are to be definite and pointed, striking at the very heart and meat of the subject and of the needs of California argriculture. The addresses by public men will be rich in fact and give the hearers food for thought for a year to come. The conferences and associations will bring together men and women prominent in the betterment of agriculture and of country life throughout the State.

Among the prominent men of the State who have signified their intention to be present are Governor J. N. Gillett, Professor E. J. Wickson, Dean of the College of Agriculture; Professor I. P. Roberts, Palo Alto; Judge Peter J. Shields of Sacramento, Hon. H. A. Jastro, President State Agricultural Society, and Hon. J. W. Jeffrey, State Commissioner of Horticulture.

* * *

Members of the staff of the College of Agriculture and others will discuss many important topics such as Field and Forage Crops, Improvement of Cereals, Soil Fertility, Live Stock Management and Judging, Orchards and Fruits, Plant Diseases, Animal Diseases, Foods and Nutrition, Care and Handling Dairy Products, Irrigation, Sugar Beets, Poultry Keeping, and Agricultural Education.

It is expected that several Associations will hold conventions at the University Farm during Farmer's Week. The University Farm Students' Association, Farmers' Institute Workers, Sacramento Valley Development Association, and

California Live Stock Breeders' Association are among those which have already been suggested as holding their meeting at that time.

A detailed program of the week will be issued during the latter part of September and mailed to all who may request. Ample notice of the week will also be given in the Press of the State.

* * *

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Declaration

The National Education Association, now holding its Forty-seventh Annual Convention in Denver, representing teachers and friends of education in every State of the Union, makes the following Declaration of Principles and of Aims:

1. A free democracy cannot long continue without the assistance of a system of State-supported schools, administered by the chosen agents of the people and responsible to the people for its ideals, its conduct, and its results. The commanding position of the American people is largely due to the general diffusion of knowledge and culture by its free schools.

2. Our system of State-supported schools must include elementary schools, secondary schools, schools for the training of teachers, and State universities. The changed conditions of the twentieth century also demand the establishment of free schools whose purpose shall be the training of our youth for commerce and the industries, as well as for the professions.

3. The purpose of our system of free common schools must continue to be chiefly culture for the individual and the transmission to posterity of the results of investigations and deliberations of the past. Our free schools must advance along the lines of educational democracy in the sense that they must provide equal educational opportunities for all. Although they must give practical preparation not only for the professions, but also for commercial life, the demands of any part of the business world that courses of study be subordinated to particular interests is not in accord with the proper aims of a national system of common schools.

4. A system of common schools that will meet the needs of the times must be democratic in its purpose and its administration; must recognize the importance of expert supervision, of better and more numerous high schools, of better

and more numerous schools for the training of teachers, of a merit system for the appointment and promotion of teachers; and it must exclude fraternities and secret organizations of every sort from the social life of the school.

5. The common schools of our country must recognize more fully than ever the necessity of training our youth for citizenship. The perpetuation of democracy depends upon the existence in the people of that habit of will which is justice. Liberty under law is the process for attaining justice which has thus far been most successful among civilized men. The call to citizenship is a call to the exercise of liberty under law, a call to the limitation of liberty by law, and a call to the pursuit of justice, not only for one's sake but for others.

6. The National Education Association endorses the purpose of the American School Peace League. The Association believes that the principles of the League will make for effective citizenship, and urges all teachers to acquaint themselves with the work of the League and to co-operate with it.

7. The increased tendency to congestion of population in cities makes necessary greater and more systematic attention to the physical development of our children. No vigorous race of people has long maintained a high state of civilization under conditions that did not take into consideration the physical as well as the mental and moral development of its youth. The Association recommends that provision be made by the United States Bureau of Education for effective promotion of physical education through the diffusion of scientific information on this subject.

8. The National Education Association approves the ever increasing demand for better qualified teachers in the common schools. This higher standard must lead logically to a longer tenure and to a compensation more nearly commensurate with the quality of preparation and with the nature of the service rendered.

9. The National Education Association heartily endorses the use of school buildings and all school equipment for community interests and social betterment.

10. The National Education Association endorses the movement to consolidate the rural district schools wherever practicable, and expresses the hope that this movement will be encouraged until the children of rural communities enjoy the benefits of public education to an extent approximating those now supplied to children of urban communities.

11. The National Education Association gives its hearty

endorsement to the work of the National Bureau of Education, the Carnegie Foundation, the General Education Board, and all associations, institutions, and organizations that are working to develop and promote the educational interests of the country.

Respectfully submitted,

EDWIN G. COOLEY,
Of Massachusetts, Chairman.
JOHN H. PHILLIPS,
Of Alabama.
CHARLES H. KEYES,
Of Connecticut.
AUGUSTUS S. DOWNING,
Of New York.
SYLVANUS L. HEETER,
Of Minnesota.
Committee on Resolutions.

Adopted by unanimous vote of Active Members in session, July 8, 1909.

IRWIN SHEPARD,
Secretary.

THE QUEST OF TRUTH

The following sentiment was found near Inspiration Point, Yosemite, by Harr Wagner:

The search for truth has been the ruling passion of man. The wise men who followed the star of Bethlehem, Buddha, who retired to a cave to meditate, Angelo, who visualized the forms of beauty in the rocks, the monks who secluded themselves within the walls of the cloister, the fanatics who gathered faggots to make the fire to burn heretics, Shakespeare who neighbored with the whole world in his revelations, the modern scientist, the drunkard, the sensualist, the teacher, have had and have in them the lure of the spirit for truth. All work, except the quest for truth is temporary and of no value unless it contribute to the eternal value of truth. We may garment truth in new clothes, but it never changes. The mystery of life is blind ignorance. Every passion of man is the call of the spirit for freedom in quest of ultimate truth and Truth is God.

The Western Journal of Education

Official Journal of the Department of Public Instruction

HARR WAGNER Managing Editor.
EDWARD HYATT, Supt. of Public Instruction, Editor of Official Department.

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Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or any type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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EDITORIAL NOTES

By Harr Wagner

A Trifling Expense

The cost of incidentals connected with school work is becoming burdensome to parents. In the large cities the children of well-to-do parents usually carry their books in a neat little minature suit book-case, costing from one to three dollars. The cost is equal almost to the cost of the school text books for a year. The worst phase of the situation is this; children are like grown people, and want the things their more prosperous neighbors have, so every child wants, and feels that a hand book-case, with lock and key, is necessary. And the parents indulge the children—just another step away from the simple life—when will parents be able by precept and example to teach children, that indulgences are unnecessary and even harmful. Education is not free so long as it entails useless burdens to parents. The hand book-case expense should be placed along side of school fees and collections, etc.

* * *

The Institute Season

One of the very brightest and most interesting discussions of the Yosemite meeting of Superintendents was upon the subject of Institutes. There were several conclusions but

this was the most important one, namely, that the institute depends largely upon the quality of the instructor. The following is a partial list of men and women who will accept invitations to do institute work: Supt. Mark Keppel, Los Angeles, Cal.; R. G. Boone, Berkeley, Cal.; Alison Ware, State Normal School, San Francisco; David Rhys Jones, State Normal School, San Francisco; Ellwood P. Cubberley, Stanford University; Mary Roberts Coolidge, Berkeley, Cal.; Lee Emerson Bassett, Stanford University; H. A. Adrian, Santa Barbara, Cal.; Miss Flo Baldwin, Berkeley, Cal.; J. W. McClymonds, Oakland, Cal.; L. E. Armstrong, Alameda, Cal.; Mary George, San Jose, Cal.; Dr. Riley O. Johnson, State Normal School, Chico.

* * *

The Chicago Educational Bronco

The election of Mrs. Ella Flagg Young to the superintendency of the City of Chicago is a departure from ordinary lines. The Board of Education has followed her election by the appointment of J. D. Shoop, a graduate of Valpariso University, as assistant. The Chicago Board of Education does not seem to take its recommendations entirely from the Teachers' College, Columbia University.

* * *

Books and Food

Here is a bit of wholesome advice from the President of the Indiana State University to his students:

Eat. Don't think it necessary to have books. It is not. Job had none. Homer had none. But you must eat. Don't eat bad food if you can help it. Protect your stomach from surprise parties when you can. Get up a club of people who are willing to pay more now, and less for drugs hereafter. Then find the best cook you can.

Avoid Drugs. Maybe what you are using will not hurt you—coffee, tea, tobacco, cocoa, sleeping potions,—whatever drink or drug you take. Maybe the nerve tonic you take is good for you. But you should try to be sure whether it is or not. Maybe you do know and won't quit. Very well, then, the fool-killer is already at work.

You know that there are other and worse kinds of dissipation. You know whether any of them touches you. "Sowing wild oats" is the phrase. If it were only a phrase! Wild oats always get into the spinal cord and sprout. Presently you find with horror that you are all grown through.

Teachers' Meetings

The C. T. A. will meet in San Francisco in December, 1909, the N. E. A. will meet in the same place in July, 1910. There will be county institutes held in nearly every county in the State. The cities, large and small, will hold grade meetings. Many sections will have local institutes. The education of the teacher is continuous. The requirements of attendance is in many cases legal in others professional. The members of the C. T. A. should hold the highest ideals of the profession of teaching, and a membership should be held and esteemed a special honor. The N. E. A. has been warped and swamped, and injured by the increasing demand for local membership. Numbers have been the measure of its success. The membership of the N. E. A. should not depend upon its meeting place but upon the value centered in the spirit of the meetings, and inspiration of not only new ideas but new enthusiasm. The local institute dealing directly with the problem of the teachers work has the greatest influence, and gives the best result. The next is the county institute which has the task of bringing teachers together and getting acquainted, learning of each others methods, and listening to addresses that inspire and interest. An active membership should mean professional standing, and the discussion of the problems of teaching should epitomize the best educational thought of the nation. San Francisco will welcome the C. T. A. and the N. E. A. The ample hotel arrangements, at reasonable prices, the many attractive features of San Francisco life, will be at the disposal of the guests.

* * *

The New Normal School at Santa Barbara

Miss Ednah Rich, the president of the new State Normal School at Santa Barbara, is a member of the State Board of Education. This is an important innovation. The influences of Ednah Rich has always been for the highest ideals of educational work. Her work has the feminine impulse, but the masculine strength.

The new school affords a splendid opportunity to young teachers to take special work and add to the value of their knowledge and also to their earning capacity.

* * *

J. A. Wagener of Ceres, Cal., visited the City of Mexico, Playa Vicente, in the tropics, and other interesting places during his vacation. He reports that the Playa Vicente Plantation is one of the finest in the country.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909 E. M. Cox, San Rafael, President; L. A. Armstrong, Alameda, Secretary.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shepherd. Secretary, Winona, Minn.

NOTES.

Dr. E. C. Moore, City Superintendent of Los Angeles, Cal., is spending his vacation in the City of Mexico.

* * *

The school census of San Diego shows an increase in enrollment in four years of one hundred and three per cent.

* * *

Supt. C. J. Walker of Tulare County wrote a strong letter to the School Boards and patrons of Tulare County in reference to the school law which requires eight years instead of nine in the course of study.

* * *

J. B. Hughes of Merced High School has resigned to accept the High School principalship at Oroville.

* * *

E. Morris Cox, President of the C. T. A., has announced that Dr. J. H. Vincent of the University of Chicago will be one of the speakers of the C. T. A. meeting in San Francisco.

* * *

W. W. Mackay, President of the Northern Teachers' Association, is preparing a most excellent program for the Red Bluff meeting of the Association.

* * *

Mrs. H. L. Wilson, formerly County Superintendent of Colusa, has taken the degree of A. B. and A. M. from the University of California and is going back to teaching.

* * *

Alex B. Coffey, editor of the Louisiana School Review and Professor of Education in the State University, has been visiting California in the interest of his health, and calling on his old frends. Professor Coffey is one of the greatest educational leaders in the South of the present day, and is very popular as a lecturer, writer and teacher.

* * *

Miss Flo Baldwin, who taught physical culture in the Eureka schools last year, and took a course in the University of California Summer session is conducting institutes in the northwest.

Supt. Duncan Stirling is one of the publishers of the Salinas Index.

* * *

Dr. John F. Engle, principal of the Placer County High School, reports the school in much better condition than ever before.

* * *

J. R. Hanlon, principal of the Santa Inez High School, will have a fine new high school building this term.

* * *

Professor I. S. Martin will have charge of the Porterville High School.

* * *

The sixteen thousand school bonds of the Montara School District sold for $3000.00 premium.

* * *

Ansel S. Williams has been elected principal of the Stockton High School, vice F. B. Wooten resigned.

* * *

Teachers of Agriculture are in great demand in the various high schools of the State.

* * *

Edwin Markham, the poet, who was Superintendent of El Dorado County and formerly principal of one of the schools of Oakland, will return to California soon to become a permanent resident.

* * *

Mr. Clarence Smith of the Redding school has resigned to go into business for himself.

* * *

Miss Florence Parker has resigned as a teacher in the Alameda School Department to become a teacher of physical culture in the Goldfield schools.

* * *

Superintendent Fultz, the new superintendent of Santa Barbara, is the writer of text books, and has a most excellent reputation as a school master.

* * *

Miss Tillie N. Kruger, principal of the Greenville school, reports that a new $10,000 school building will be erected next spring.

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F. A. Swanger, who is well known in this State as a supervisory principal, has been elected to the Chair of Mathematics in the State Normal School at Springfield, Mo.

* * *

Superintendent Hanlon of Contra Costa County has ordered a copy of the Western Journal of Education for each of his County High Schools.

Prof. Valentine Buehner of San Jose has accepted a position in the College of Hawaii.

* * *

N. Garrison has been chosen as principal of the Merced High School, vice, J. B. Hughes, resigned.

* * *

Supt. D. L. Thornbury of Eureka, Cal., has ordered seven copies of the Western Journal of Education for his schools.

* * *

CHANGES IN TEACHING FORCE IN OUR SCHOOLS

1. Miss Edna Potwin, of the Wills High School, has been added to the Faculty of the Alameda High School.
2. Clare Keeler, graduate of University of California, has been elected Physical Culture teacher in the Alhambra High School.
3. Mary E. Jones, of the Madera High School, resigned to accept a position as teacher of Math. in the Alhambra High School.
4. Mary B. Grant has been elected teacher of Latin and Drawing in the Alturas High School.
5. Frederick Green, ex-Principal of the Red Bluff High School, has been elected Principal of the New High School at Anderson, Cal.
6. Bertha Romaine, of the Willits High School, will be the Assistant in the Anderson High School.
7. Edith Gamble, daughter of Dr. Gamble of the Hayward High School, has been appointed Latin Teacher in the Angels Camp High School.
8. Shirley Ward has accepted a position as teacher of Commercial and English in the Angels Camp High School.
9. Herbert Kittredge, of Oregon, has been appointed Principal of the Antioch High School.
10. Mr. F. W. A. Wright, Science teacher in the Eureka High School, has accepted the Principalship of the Arcata High School.
11. Ada Hosford, Stanford graduate, has accepted a position as teacher of Latin, French and History in the Arroyo Grande High School.
12. Emily Hamilton, of the Nevada City High School, has been appointed teacher of History and Drawing in the Auburn High School.
13. The following are the new teachers in the Azusa High School: Edward Solmon, Principal; Mrs. Lavilla Campbell, History and Drawing; Verne Ross, Science; Nain Taylor, English; G. W. Sawyer, Commercial; Kate Darling, Latin and History.
14. Ben. Macomber, Principal of the Redding High School, has accepted the Principalship of the Bakersfield High School.
15. Clarence Crane, Principal of one of the Grammar Schools in Fresno, has accepted the Principalship of the Benicia High School.
16. The following teachers have been added to the faculty of the Berkeley High School: Gertrude Henderson, English; E. O. Rogers, from the Whittier High School, Commercial; Grace Henley, from Los Angeles High School, English; Wm. Wirt, Principal of the Sebastopol High School, to the Mathematics Department; Belva Dix, of the Lakeport High School, Mathematics Department; Wm. Bryan, of the Palo Alto High School, Chemistry Department; G. W. Monroe, City Superintendent of Whittier School, has been elected to the general Science Department; Hester Tefft, of the Fresno High School, has been added to the French Department.
17. Marie Zander, U. C. '08, elected teacher of German in the Boulder Creek High School.
18. George Sikes, of the Escondido High School, has accepted

the Principalship of the Bishop High School; Julia Warren, of the Fresno High School, will be one of the Assistants at Bishop.

19. Josephine Moulton has accepted Miss Agnes Brown's place in the Campbell High School. Miss Brown goes to Susanville High School.

20. The following changes have taken place in the Chico High School: P. A. Knowlton of the Chico High School has accepted a position in Stanford University. His place at Chico has been filled by the election of Mr. Lewis A. Thomas, Princeton, '01. Miss Evangeline Gossett, Huntington Beach High School, has accepted the English work in the Chico High School.

Arthur Merrill, who has just returned from Europe, has been elected History teacher in the Los Angeles High School.

Owen Coy, Assistant at Stanford, has been appointed to the History Department of the Eureka High School.

Don Brillhart, Commercial teacher in the Visalia High School, has been promoted to the Principalship of the same school.

Hervy Chapman will have charge of the Department of Mathematics in the Visalia High School for the coming year.

A. O. Burke will be Principal of the Weaverville High School for next year.

O. C. Albertson, Science teacher at Whittier, has been promoted to the Principalship of the same school.

A. W. Smith of Yale will take the Science in the Whittier High School.

F. L. Thurston, Los Angeles, Cal., will take the place left vacant by the resignation of Mr. O. E. Rogers.

Ada Taylor of Nebraska will have charge of the Mathematics in the Whittier High School.

F. E. Tuck, who resigned from the Science Department of the Napa High School, is the new Principal of the Willits High School. He will have Miss Edna Hansen, Latin and German, and Miss Hannah Crozier, English and History.

Roger Sherman Phelps will be the new Principal of the Willows High School, vice J. O. Hanlon. Mr. Phelps will have as assistants the following teachers: Clyde Finger, Science; Mrs. R. S. Phelps, Drawing; Miss Hazel Domonoske, Latin and English.

E. W. Locher will be the Principal of the new High School at Williams. He will have Miss Mary C. Day of Berkeley as his assistant.

John B. Caldwell of the East is the new Principal of the Wilmington High School.

A. H. Abbott, Teachers' College, Columbia University, will have charge of the History and German in the Yreka High School.

Mary Williams will take charge of the Normal Department in the Yreka High School.

Louise Roesch will teach Latin in the Yreka High School.

Mrs. Jessie L. Brown will take the place left vacant in the Yreka High School by the resignation of Mr. E. W. Hargrave who goes to Lodi for Commercial.

Oliver G. Walcott, teacher in the Philippine Islands, elected Commercial Teacher at College City.

W. A. Schwindt, vice Principal of the Needles High School, has just been promoted to the Principalship, vice Mr. Harry Rea, who resigned to accept a Manual Training position in Los Angeles.

Chas. Highbee, Principal of the Norwalk High School, resigned to accept the Principalship of the New High School at Monte Bello. He will have Miss Ora F. Seely as his assistant.

W. W. Bristol, ex-Principal of the Madera High School, will be the Principal of the New High School at Nordhoff. Miss Alice Chapman will be his assistant.

J. H. Hughes, Principal of the Merced High School, has been offered and has accepted the Principalship of the Oroville High School. Miss Eva Patten, of the Sanger High School, has been offered the Commercial Department of the Oroville High School.

Mrs. E. M. Sulliger, Orland High School, will have charge of the Spanish and Commercial in the Oxnard High School for next year. Mr. Wm. E. Hummel will teach Agricultural in the Oxnard High School.

J. A. Metzler, ex-Principal of the San Luis Obispo High School, will be Principal of the Pacific Grove High School, vice Mr. A. D. Tenney. Mr. Tenney has accepted the Principalship of the Yreka High School, vice Mr. F. Eiddeke, who goes to Europe.

Mr. A. J. Paulsen, Commercial eacher at Lodi, has accepted Principal of the Pt. Arena High School.

Miss Anna Bille, Stanford University, will have charge of the English and German in the Santa Maria High School.

C. E. Morris, Occidental College, Los Angeles, will be Principal of the Santa Monica High School next year. Mr. Geo. Culver goes to the Science Department of the Los Angeles High School.

Geo. Crozier of Nebraska has accepted the Principalship of the Santa Rosa High School, vice Mr. E. L. Zahn, resigned.

W. A. Vivian, History teacher at Eureka, has accepted the vice Principalship of the Santa Rosa High School, vice C. R. Perrier.

Ellen Smith of the Los Banos High School has accepted a position in the Santa Rosa High School. Her place at Los Banos has been filled by the election of Miss Pearl Horn, Stanford '08.

J. O. Hanlon, ex-Principal of the Willows High School, has accepted the Principalship of the Santa Ynez High School.

J. E. Williamson, City Superintendent at Santa Rosa, has accepted the Principalship of the Sebastopol High School, vice Wm. Wirt.

Miss Elizabeth Kinnear, U. C. '08, will teach Science in Sebastopol High School.

W. M. Fishback, Orange High School, will have charge of the Mathematics Department in the Selma High School.

Bruce Painter, Science teacher, Tulare High School, has accepted the Principalship of the Sonoma High School.

Mr. A. S. Williams, History teacher of the Stockton High School, has been promoted to the Principalship, vice Mr. J. B. Wotten, resigned.

Mr. W. Ellis has been elected to the Latin Department of the Stockton High School.

Miss Winifred Bangs will have charge of the English Department of the Stockton High School until Miss Howell returns from Europe.

Howard Hendricks will take the place left vacant in the Susanville High School by the resignation of Mr. L. Page.

H. Harwood Tracy will take charge of the Science in the Tulare High School, vice Bruce Painter, resigned.

The following changes have taken place in the Vacaville High School: Miss Maud Cope resignes to be married. Her place will be taken by Miss Mabel Waite of San Fernando. Miss Jewett takes the place of Miss Oehlmann who teaches at Pt. Richmond next year. Miss Ida Brown will have charge of the Commercial subjects, vice Miss C. Moise, resigned.

Clara Meader will teach Latin in the Ventura High School next year.

Miss Lucy Dickerson, from the East, will teach English at Ventura next year.

Mary Duby of the Orange High School will have charge of the Modern Language Department of the Ventura High School.

Edna Monroe, History and Music teacher at Selma, has been elected to a position in the Pomona High School.

Anna Cox has been appointed to the Latin Department in the University of the Pacific.

R. T. Stephenson elected Professor of Greek in the University of the Pacific.

A. H. Dorr will assist in the History Department of the University of the Pacific.

Frank G. Franklin will have charge of the History in the Albany College, Oregon, next year. Last year Mr. Franklin was Professor of History in the University of the Pacific.

Mary Barnett, ex-teacher in the Escondido High School, will have charge of the Latin in the Willamette University.

Ruby Powell, Redding High School, has just accepted a position in the Elko, Nevada High School.

Mr. F. O. Mower, Principal of the San Andreas High School, has accepted the Principalship of the Ukiah High School.

Mr. O. F. Barth, ex-Principal of the Santa Ynez High School, has accepted the Principalship of the San Andreas High School.

Miss Lena White has accepted a position as teacher of English and Spanish in the Monterey High School, vice Susan M. Gregory, who goes to Imperial High School.

Miss Mary Stewart, of the Santa Ynez High School, has accepted a position in the Morgan Hill High School.

E. L. Zahn, ex-Principal of the Santa Paula High School, has accepted the Principalship of the Mt. View High School, vice A. L. Dornberger, who goes to the Mathematics Department of the San Jose High School.

Glenn Allen, Principal of the Fowler High School, has accepted the Principalship of the Napa High School. Otto Rathke will have charge of the Science Department of the Napa High School, vice F. E. Tuck, resigned. Dora Martin will teach Latin in the Napa High School.

Jean Hahn, Principal of Lemoore High School, has resigned to accept the Principalship of the Nevada City High School. Mr. C. B. Locklin, Principal of the San Andreas High School, will be vice Principal of the Nevada City High School.

Albert Vinacke, vice Principal of the Anaheim High School, has accepted the Principalship of the Norwalk High School.

Jas. H. Martin has been appointed Principal of the Porterville High School, vice H. C. White, resigned.

M. F. Reynolds, vice Principal of the Redding High School, has been elected to the Principalship. Miss Laura Bransford, English and History in the same school.

Mr. Clements, Maine, has been elected vice Principal of the Redlands High School, vice Mr. Charles Covell, who has been promoted to City Superintendent of Schools.

Mr. B. E. Meyers, Pacific Electric Company, Los Angeles, has been elected Commercial teacher in Redwood City, vice Mr. D. S. Hill, skipped out.

Miss Pauline Hillard has been added to the faculty of the Reedly High School. She will teach Drawing, English and some History.

Miss Hannah Oehlman will have charge of the Latin and German in the Pt. Richmond High School. Miss Estelle Carter, Turlock

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High School, will teach Commercial, Drawing and Sewing in the Pt. Richmond High School.

Miss Hester Gamble will take Miss Myrtle Guidery's place in the Salinas High School. Miss Guidery resigned to marry Principal L. E. Kilkenny.

Clara Eckhardt will take Miss Henrietta M. Lull's place at Salinas. Last year Miss Eckhardt taught at Napa.

O. A. Johnson is the new Principal of the San Mateo High School. Mr. Sanderson, the Principal, resigned to go into business.

S. L. Beeman, vice Principal of the San Bernardino High School, has been elected Principal, vice Mr. W. E. Andrews, resigned to accept a position in the East.

Chas. S. Thompson, who taught a number of years ago in the Livermore High School, has accepted a position as teacher of Science at San Bernardino.

Mr. D. F. Grass, Tabor College, will teach Mathematics, Physical Culture in the Santa Maria High School.

* * *

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This is the Official Journal of Education. The law requires that the Clerk of the school district file it with the teacher before the end of each month.

The Western Journal of Education

October, 1909

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The Western Journal of Education

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Fine New School

Martinez is the county seat of Contra Costa County—a fine old town on the shore of Carquinez Straits, surrounded by rich, black land, steep hills and eucalyptus groves. Many Italians and Portuguese have settled in the county—fishermen, dairymen and wine growers.

The town turned out en masse on the evening of September 17th to dedicate a splendid new grammar school, costing $35,000. The building is furnished throughout with natural slate black boards. Even the assembly room is lined with them all around. Observe that this blackboard was **furnished complete and put on** for twenty-seven cents per square foot. This is a very low price for natural slate, and only a trifle more than the artificial boards of the better kinds, which usually range from 20 to 25 cents. The trustees were wise enough to secure two full blocks of land, with the street closed between them, for the use of the school.

The Event

The dedication was held in the auditorium of the new school, which was crowded to the last inch, with a large audience outside, painfully listening through the windows. County Superintendent W. H. Hanlon was the chairman. School Clerk Stinchfield was the master of ceremonies. A string band and numerous singers and players discoursed plenty of excellent music. John Swett sat on the platform, and at the close he made the people a little impromptu talk that was a model for common sense, brevity and force. He gave everybody "particular fits" for not paying more attention to ventilation, and showed how the children were very like to be starved and injured by lack of air, even in the best arranged buildings. He caused a laugh by describing the horrid lack of clean atmosphere in our houses of worship, saying that there never was a church without a bald headed deacon waiting to close every window that any one dared to open—thereby putting the people to sleep.

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The Application

Wherefore, let all us school people watch our ventilation all the time. No matter how perfectly the building is constructed, it comes to naught without attention. Thousands of children are being starved for air in this State by the inattention of those who have charge of their school rooms. Windows and ventilators do not give fresh air when they are closed. Fans do not furnish atmosphere when they are not running. Beware of the "school room smell," which can be detected on coming in from out doors; it means weakness and disease for some of the children.

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Superintendent Hanlon

I had a good visit with Mr. Hanlon, a type of the young vigorous, ambitious superintendent of the better sort. He is a graduate of the San Jose State Normal School, was born and raised in the county, and was a teacher there for years. His salary is $2400, and he is allowed a clerk at $900. It makes him a little nervous when the younger fellows are familiar and call him Bill; by and by he'll be nervous if they don't. In his office work he is addicted to the postal card habit, notifying his trustees frequently of balances, overdrafts, changes of orders, transfers and exhaustions of funds,

new rulings and all that. "Tis well for them to have a chance to know that some one is on the job. He is also addicted to the loose leaf habit. His ledger is of the loose leaf variety, with the latest improvements in indexing and the carrying of balances. Even his course of study is loose-leafed so that changes can be made without reprinting the book, and so with other office records. He has been experimenting in good ways for filing and binding district census reports and for permanently preserving the records of teachers' examinations and eighth grade pupils' examinations. He has an automobile for school visiting and estimates that he can do about five times as much work as with a team. The auto was temporarily out of commission while I was there, so we went out with a horse and buggy. Hanlon was nervous, upset, disconcerted all the time, at the snail-like speed, at the way the horse was sweating, at his distress in climbing hills, at the necessity for tying him and all that—interesting by-products of the auto-habit.

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John Swett

We went out to see the most widely known and best loved school master of the State at his home. Hill Girt Farm is two or three miles from Martinez, in the Alhambra Valley. 'Tis a beautiful place, broad acres of vineyards and orchards, with groves of oak and picturesque hills round about. John Swett dwells in a rambling house that had its beginning in an old adobe, and that has since grown various ells, elongations and ramifications by accretion in several and sundry directions. His wife abides with him. His grown sons and his many employes live with him and around him. He is over 80 years of age and is more active, up-to-date and interesting than most of us are at 40. He superintends the ranch, knows all about every vine and tree, and is writing an autobiography of 250 pages for pastime. This book will really be a history of education in California. He was the superintendent of public instruction when our constitution was adopted and the main body of our present school laws was his handiwork.

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Practical Course

The department of education in the University of California is giving a course of lectures, one every Thursday by the working school people of the State. Among those who

have been drafted for this duty are Superintendent McLane of Fresno, Superintendent Bunker of Berkeley, Mr. Sackett of Sacramento, Professor Heaton of San Francisco, Superintendent McClymonds of Oakland, Superintendent Kauffman of Pomona, Superintendent Shane of Placer County, Superintendent Cox of San Rafael, Superintendent Templeton of Palo Alto, Superintendent Keppel of Los Angeles, Professor Cubberley of Stanford, and Professor Boone of the University of California.

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Alexis F. Lange

This effort to get some real outside, practical life into a university course is due to Professor Lange (pronounce it Lang-aye), the head of the department of education. Everybody who knows anything about it agrees that President Wheeler did the best thing of his life when he put Lange there.

Professor Lange has a German name and a German aspect and has a slightly German turn to his sentences—but he was born and bred on a Missouri farm and grew up in the Michigan schools and he is the most American of Americans. He is the most liberal and wide-minded man in the university and the most willing to look at anything through the other fellow's spectacles. The liberal changes in admission requirements to the university in recent months have been due to him—commercial branches, drawing, manual training, domestic science and such things have been added to the accepted branches. The university and the State have much to hope for from Lange.

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Benjamin Ide Wheeler

Dr. Wheeler is spending the winter in Germany, where he is delivering a course of lectures on American Education in the University of Leipzig. There are 32 of these lectures, so he has gone into the thing exhaustively and in detail. They will be delivered in the German language. It must have been an awful grind to prepare the thirty-two lectures and then translate them into scholarly German to be delivered before critical German scholars! Truly the president has troubles of his own. Uneasy lies the head that wears a crown. He went away in September and will return in February. During his absence Professor Irving Stringham, the mathematician, is acting president.

Conservation Handbooks Gone

The whole edition of our Conservation Handbooks is practically exhausted, only a dozen or two, all told, being left. It has stirred up more public comment, more activity, more response than all the other things we have ever done put together. The newspaper comment would paper the office; and we have scores and hundreds of earnest letters, many of them from famous men and women of this and other States. What this shows is that this matter is **timely,** that people are thinking and working in that direction. It shows that this is just the time for us teachers to take it up if we would not be left behind in the procession. In the last few days quite a number of high schools have been sending for Handbooks, wanting to use them for a while as a text in physical geography, a most laudable and useful enterprise. All superintendents applying for them were supplied at the beginning with all they asked for; so the only place now to extract extra copies is from your county superintendent. If any one has copies that are not being used or valued, by all means return them, for there is a growing demand that we are obliged to refuse; and we have no money left to print another edition.

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Newspaper Criticism

Yes, I have seen a lot of newspaper criticism of the new advanced geography. It isn't pleasant reading, but I have carefully read every bit of it and have tried to weigh every bit fairly and conscientiously. To the best of my judgment and belief there is nothing in all of it to affect or modify in any wise the main point, which is this: **The book is one of the standard text books of the United States; it was the one desired by the great majority of the school people of this State, and was chosen for that reason; its use is saving the children of the State scores of thousands of dollars; it will continue to be used for eight years into the future.**

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* *

The First Edition

Everyone who knows anything about printing books is aware of the fact that the first edition of any book must contain some verbal errors, some small inaccuracies. These are picked up and corrected in later editions, naturally. And

everyone concerned in this book, from the president of the State Board down to the State printer's devil, is willing and anxious to find every thing of that nature and to weed it out so that the second and later editions shall be as letter-perfect as possible. It is as needless and as foolish to kick and club these people as it would be to maltreat in the same way some trustful old domestic cow, standing by the gate. Your kicks and clubbings confuse her and drive her to desperation—and impair your milk supply besides! Kind words can never die.

*
* *

Some Things Impossible

But there are some things that no text book **can** do. One is to satisfy the desires of ambitious towns and counties for publicity. Another is to reconcile the jealousies and disputes of rival cities. Another is to steer safely between the animosities of the North and the South. Another is to avoid frivolous jibes from people who have not read the book and who entirely misapprehend its whole scope and object. Another is to prevent the buzzing growls of political bumble bees, evening up old scores or preparing for the next campaign; another is to placate the man who "has it in" for every State text book, as a matter of principle; and still another is to mollify the antagonism of the big school book corporations, all of which hate state publication; most of which hate any book but their own; and some of which hate any change in books.

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Sample Kicks

A number of efforts have been made to attack the Governor of the State. That of course is absurd. The Governor never even saw it. The idea of the Governor, whose every waking moment is burdened with big things to decide, big men to engage, the idea of his looking after the little details of spelling and punctuation in a school book is simply too absurd to repeat. A furore was raised when it was discovered that San Francisco was named as the terminus of certain railroads, while the actual rails did not extend beyond certain towns across the bay. The text book was arraigned because it failed to state that oranges "ripen two months earlier" in certain places than in certain other places. Rome howled when it was found that the names of a good many towns were

necessarily omitted from some outline maps showing forests, minerals, etc.

The greatest disturbance of all was over an innocent paragraph wherein San Francisco was spoken of as a "city center" for the surrounding region, without mentioning Oakland, Alameda and Berkeley at the same time.

Population of cities made another tempest. The latest authentic figures were those of the federal census of 1900. But they were simply insulting to the rapidly growing towns. There was no way to make a reliable estimate that would do for a text book. What could be done to keep peace?

The northern moon was covered with blood at sight of a picture of a little boy riding a donkey, all in the glare of a tropic sun. It was named "Sport All the Year Round—Southern California." This was said to be a base insinuation that sport all the year round could not also be enjoyed in Northern California! And this in spite of a companion picture showing another little boy having sport with a sled in the northern mountains.

Another trouble is this; "a picture of the famed Producers Packing House is shown but no one would ever learn from the geography that it is located in Redlands, San Bernardino County, California. Northern sights and scenes are labeled closely and may be identified at a glance. Southern California seems to be slighted again."

Again; "the geography doesn't say a word about the progress of the ..... Irrigation District, and our people should get up in arms about it."

Another plaint; "the old orange tree at Bidwell's Bar is ignored. The famous Hooker oak tree near Chico is overlooked also."

One more; "—people will have but a poor opinion of places that are not boomed therein."

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How It Was Made

The main body of the book, of course, is the latest and best edition of Tarr and McMurry's geograph, with almost no change whatever. In addition to this it is usual to print a local supplement. It was necessary to make this brief, because the book was already so thick and heavy that binding it durably was a serious problem. It ought to be richly illustrated by California views and it ought to be interesting. It could only be a brief introduction or outline upon which

the teacher could build her work—only 50 small pages of matter. There was not a penny to pay for this work—some one must take it up in addition to his regular tasks and steal time for it nights and Sundays. Naturally it fell upon the Secretary of the Board to draw up the first outline. I thought it would be modest not to say much about this when everybody seemed to think it was a pretty good thing. But now that a hundred sharp quilled critic sare calling it hard names—stupid — silly — weak — blundering —jaundiced — unfair — prejudiced — ridiculous — rotten — and so on, ad infinitum,—why, that is the time to 'fess up before the whole school and take my medicine. I did write the first outline of the little supplement, with difficulty and slow, laborious pains. Then a score of typewritten copies were made of this preliminary draft and it was sent to various people throughout the State whose judgment seemed valuable, asking their counsel and assistance in putting it in the best possible shape for its purpose. Among these were the presidents of all the State Normal Schools, the president and the professor of education at the State University, the teacher of geography at the San Jose State Normal School, the teacher of geography at the San Francisco State Normal School, the teacher of geography at the Chico Normal School, the State Mineralogist, a number of working teachers and superintendents, an expert of the U. S. Geological Survey—and others besides. Some of these made considerable changes, additions, subtractions. All of them seemed to think that the final result was well adapted to its purpose. None of them considered it partisan, or ignorant or unworthy. All of them thought it was the best that could be done in so few pages; that it was a good thing; that the teachers would welcome the freedom it gave them; and that it would tend toward a genuine love of California in the schools of the State.

Thereupon and therefore it was printed. Therefore it will be continued for eight years or more. Therefore we must make the best of it.

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The Return Wave

The return wave will be along in due time, probably. Superintendent McClymonds of Oakland, Superintendent Hamilton of Pasadena and Superintendent Lehner of Santa Barbara have expressed themselves on the other side of the fence, and doubtless the hundreds of other teachers and super-

intendents through whose counsel this book was adopted will find ways to show their own people that such a book cannot be a catalogue of all the things in this great and good State and that it cannot boom all things that want to be boomed—in fifty pages. Good citizens will soon see that it is a standard book, that it must be used and that it is bad public policy to abuse it. The things that are open to reasonable objection will gladly be improved at every opportunity. We shall gradually become accustomed to it and like it, and all will be well. The earth will resume its regular revolutions and the universe will be at peace.

HAPPY THOUGHTS

By Robert Louis Stevenson

You may remember how Burns, numbering past pleasures, dwells upon the hours when he has been "happy hunting." It is a phrase that may well perplex a poor modern, girt about on every side by clocks and chimes, and haunted, even at night, by flaming dial-plates. For we are all so busy, and have so many far-off projects to realize, and castles in the fire to turn into solid habitable mansions on a gravel soil, that we can find no time for pleasure-trips into the Land of Thought and among the Hills of Vanity. Changed times, indeed, when we must sit all night beside the fire with folded hands; and a changed world for most of us, when we find we can pass the hours without discontent, and be happy thinking. We are in such haste to be doing, to be writing, to be gathering gear, to make our voice audible a moment in the derisive silence of eternity, that we forget that one thing, of which these are but the parts—namely, to live. We fall in love, we drink hard, we run to and fro upon the earth like frightened sheep. And now you are to ask yourself if, when all is done, you would not have been better to sit by the fire at home, and be happy thinking? To sit still and contemplate—to remember the faces of women without desire, to be pleased by the great deeds of men without envy, to be everything and everywhere in sympathy, and yet content to remain where and what you are—is not this to know both wisdom and virtue, and to dwell with happiness?

AGRICULTURE FOR THE ELEMENTARY SCHOOLS

By Riley O. Johnson

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The attempt to introduce into the schools a new line of work of any kind is always attended by two problems: First, the creation of a sentiment in favor of the work, and, second, the preparation of teachers to teach it. This statement holds good with reference to the attempt to introduce agriculture into the schools. The signs of the times seem to indicate that the first of these problems, has, in a large way been solved, and that all over the country there now exists a strong, healthy demand for this kind of work in the schools. But the second problem, which is by no means an easy one, still calls for solution. Only a very small percentage of the teachers now in the schools have any intelligent idea either of the subject or of the proper method of teaching it. Very few of the normal schools, even, are sending out teachers with anything like a definite idea of what to do or how to do it. In the paper which I have to present I shall try to outline a definite method of procedure in the preparation of teachers to teach this subject in the elementary schools. I shall try to make this so plain that, by following it, any teacher can, by reasonable application, prepare herself for the work. I admit, without hesitation, that there are imperfections in the plan which I have to offer, but as conditions now exist in my own State (and they are duplicated, no doubt, in many other States), it is as good, I believe, as can be put into practice at the present time. We must begin with things where we find them, and since it is not possible to begin with a perfect plan of procedure then let us begin with one as nearly perfect as possible putting the latter aside as soon as something better can be used. At least let us begin giving to teachers, those now in the school as well as those going out from the normal schools, something definite to do and a definite idea of how to go about it.

With respect to what she is to do, it is not enough to tell the teacher that the material for a course in agriculture should be chosen from the environment of the school, that it should be selected with reference to the season, and that it should be something adapted to the capacity of her pupils. This might do, and would no doubt be the better way if all teachers were competent to construct courses of study. In

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Read before the N. E. A., July 9, 1909.

no other elementary schools subject do we lay down the principles which should underlie a course of study and leave it with the teacher to construct the course. Why should we do so in agriculture, a subject which the teacher has never studied and one in which by far the greater part of the work lies outside of any text-book? Since the great majority of teachers are utterly helpless without a course of study it is my opinion that the teacher should be given at least to begin with a definite course in agriculture.

The course in agriculture for any school should be determined largely, of course, by the environment of the school, hence it follows that a course which would be suited to the schools of any large area, a whole State, for instance, could contain comparatively few topics. But this limitation would be no great barrier. There are three reasons why the course in agriculture, to begin with, should be short: First, the teacher will find it much less difficult to prepare herself on a few topics than to prepare on a wide range of topics; second, it is better to have a few topics well taught than many only superficially treated, and, third, with the present crowded curriculum, it is impossible to carry out any very extensive course in agriculture. The course should include animals and plants common to large areas (such as the domestic animals), beneficial and injurious insects, and other animals of economic importance and of wide distribution, field-crop plants, and subjects of general interest in every locality, such as forestry and the weather. It should also include a line of experiments, to be carried on both indoors and outdoors, which should illustrate clearly the relation of the plant to the soil, air, water, and sunlight. Window gardening in boxes, pots, cans, and egg-shells should be made a part of the course.

It would be well to arrange the course so that in rooms where all the eight grades are present there shall not be more than two classes, and, further, so that pupils who pass regularly from the first class to the second, and from the second to the high school shall not be compelled to repeat any part of the work. To meet these conditions I have devised for the use of the elementary teachers in California a course which I deem not inappropriate to call a "rotation" course. For the administration of this course the eight grades are divided into two sections. Grades one to six, inclusive, constitute the first section, and the seventh and eighth grades the second section. The course for each section is divided into as many parts as there are grades in the section and each section is to complete one part each year. Each part of sec-

tion one is thus repeated every six years and of section two every two years. Following is the course in full:

Section I (Grades 1-6)

Part 1. Cow, Snail, Bee, Fish, Earthworm, Rabbit.

Part 2. Ant, Toad, Mosquito, Bat, Cabbage Butterfly, Gopher.

Part 3. Snake, Horse, Plant Lice, Seed and Plant Dissemination, Galls and Gall Insects.

Part 4. Spider, Hen, Grasshopper, Sow-bug, Codling Moth, Plant Diseases (Pear Blight, Potato Scab, Rust and Smut of Grain).

Part 5. Cat, Crow, Filaree, Scale Insects, Irrigation and Dry Farming, Grape and its enemies (animal and plant).

Part 6. The Weather, Forests (use and abuse), Eucalyptus, Migration of Birds, Economic Relations of Birds, Alfalfa Plant.

(The course for Section I might more properly be denominated nature study while that for Section II is more strictly agricultural.)

Section II (Grades 7-8)

Part 7. Experiments to show that plants need water, air, warmth, light, carbon, nitrogen and sulphur; preparation of oxygen; illustration of oxidation; preparation of hydrogen, of nitrogen, of lime water, of carbon dioxide; experiments to illustrate osmosis and capillarity; preparation of phosphoric acid, potash and saltpeter; illustration of and tests for acids, alkalies, and salts; tests for acid and alkali soils and correction of each.

Part 8. Experiments to show that soil water holds plant life; that amount of film moisture depends on size of soil particles; to show rapidity of percolation in different kinds of soil; to illustrate evaporation; to show that plants transpire; to find where transpiration occurs; to show that water rises through the plant stem; how the plant lessens transpiration; that chlorophyll, sunlight and air are necessary for starch-making; that growing plants give off oxygen; tests for starch sugar, proteid, and fat; to show the regions of food storage in plants; propagation by grafting, budding, layering, cuttings, etc.

(Each of the principles illustrated by the above experiments should be fully discussed in its relation to agriculture as the experiments are performed. The work in Section II may or may not be accompanied by a text-book.)

Where only the first six or any smaller number of grades are present in a room, it is necessary, according to this

course, to have only one class in agriculture. In case only the first three grades are present in a room parts 1, 2, and 3 of the course are used and repeated every three years; if only the first five grades are present the first five parts of the course are taken and repeated every five years. The course will then be seen to fit the elementary school of any number of grades, and to require a minimum of time for its execution. To those who would object that pupils of the first six grades should recite together I would say that long experience has shown me that the average sixth grade pupil knows little more about nature when he comes to school than do those of the earlier grades. Then, too, the easier questions may always be referred to the younger pupils for answer and in the event of their failure to answer referred successively to the higher grades. Thus the interest of the younger pupils will be sustained while the older pupils will revel in the opportunity to show how much more they know by answering the difficult questions referred to them. Should the younger pupils tire before the end of the recitation they might be given some busy work, like drawing or modeling, correlated with the topic under consideration.

When the teacher knows definitely what she is expected to teach she should then know how to teach it to obtain the best results. Of this most teachers are as ignorant as they are of the subject-matter. A very small percentage of the teachers have ever studied agriculture or nature study, a still smaller percentage have ever studied it in any proper way, and their study of science in the high school and university has given them little or no idea of the method to be used with pupils in the elementary school. The teacher should be given definite suggestion as to how to proceed with the work. Some ten or twelve years of experience as teacher and supervisor of nature study inclines me to believe that the "development method" is the best method to pursue in this work, taking up the study of each topic at the point where it comes most closely in contact with the life of the pupil. This method is well illustrated by the following questions taken from an illustrative lesson on "The Cow." "What did you have for breakfast this morning?" Where did the milk come from? How many have seen a cow? Several pupils may tell their experiences with cows. What must we do for the cow if we want her to furnish us with milk? What besides food? Of what does her food consist? Which of these foods does she like best? Why? Why, then, is hay given her so often? Discuss the making of hay, kinds of hay, relation

to grass, etc. How often do cows eat? Compare with man and account for man's eating three times a day, and ill effects of eating between meals. How much can the cow eat? Why necessary to eat so much? How much can she drink. Does she drink more or less than the horse? Why? How often should she have water? Is all water good to drink? What kind of water do you like? What kind is best for the cow? Why? What should you do when drinking water that is very cold? Why? Does the cow know enough to do this? If the water is ice cold what should be done with it before giving it to the cow? What should be done with hay that is very dusty before giving it to the cow? Why? How should bran be treated? Danger in feeding apples, turnips, potatoes, etc., to cows.

Two or three topics worked out quite fully after this fashion and placed in the hands of the teacher would give her a tolerably clear insight into the method recommended. These illustrative lessons should be accompanied by a list of points to be emphasized in presenting the work. The following are some of these: Always conduct the lesson when possible in the presence of the living thing. Disputed points should always be settled by observation, the only scientific way to settle them. Make free use of experiments, demonstration, and drawings in presenting the work. Where possible keep the living animal or plant studied in the schoolroom for continuous observation. Bring out as often as possible the agreement or conflict of interests between the thing studied on the one hand and man on the other. Tell the pupil absolutely nothing which he can find out for himself by a reasonable expense of time and effort. In every instance approach structure from the viewpoint of function. If, for instance, it is desired to draw attention to the claws of a cat it would be well to ask, "How does puss hold the mouse after she has pounced upon it?" Make all questions definite. Avoid questions which can be answered by "yes" or "no." Bring out humane methods of treatment of animals wherever possible. The specimen lessons should illustrate all these points as far as possible, and the teacher should be asked to make a critical study of the questions to see that this is so.

In this connection the teacher should be given more practical directions as to how best to prepare herself for conducting the lesson. She should be told that to secure the best results the whole topic should be thoroughly worked up before the first lesson is given. That this preparation should consist, first, of much observation, and, second, of wide read-

ing, this to be followed by a second observation to confirm new points gained from the reading. That all the facts which are to be presented should be woven into a well-organized outline so that the entire subject shall be unified in the teacher's mind, and, finally that this outline is for her own use rather than that of the class.

When the teacher has learned what she is expected to do, and something of how she is expected to do it, she should be told definitely how she may obtain literature which will be directly helpful in carrying out the course. What she needs is not so much the literature which deals with theories and principles, though that has its place, but literature containing information ready for use. Now much of the most helpful literature treating of topics in the above course can be obtained free in the form of bulletins from the Department of Agriculture and the various State agricultural experiment stations. The teacher should be furnished with a brief list of those bulletins which will be found particularly helpful to the beginning teacher. These should be referred to by number and name, and the name and address of the station issuing them should be given. For instance, bulletins 116 and 152 of the Kansas experiment station give a valuable fund of information concerning the gopher; bulletin 155 of the same station, alfalfa; bulletin 67 of the Monta station, the bee; bulletins 46 of the Massachusetts station and 97 of the Kentucky station, the toad, etc. Besides these every teacher should be furnished with a complete list of the agricultural experiment stations in the United States, of the Audubon and Humane societies, of three growing clubs, horticultural and agricultural societies and the like. Teachers should be encouraged to collect and arrange, in every school, a library from the above named and other sources, and to this should be added pictures and articles pertaining to agriculture culled from the magazines and brought in by the pupils.

In the foregoing remarks I have tried to show how the work in agriculture in the elementary schools may be made effective, namely, by working with the teacher and helping her to meet the practical difficulties which arise. But who is to do this? I want to suggest in closing this paper that there should be in every State either at one of the State Normal Schools, or at the State University, a central bureau to which teachers can appeal for help. From this bureau should be sent out to teachers, in anticipation of their needs, printed information in the form of leaflets perhaps, giving help along the lines indicated in this paper. This is the plan I have

put into operation in California. Not only have the things recommended in this paper been placed before the teachers, but they have been furnished with the directions in detail for carrying on the experiments in section two of the course of study, together with suggestive notes on the same. It is my purpose the coming year to send out to teachers, in leaflet form, concise information concerning those topics in the course about which it is difficult to obtain printed information. In the meantime at the normal schools we are preparing teachers, by a study of the principles underlying the subject, to construct courses of study for themselves suited to the various localities in which they go to teach.

After a careful study of the situation I am convinced that it is only in some such way as that outlined in this paper that the work in agriculture can be made really effective in the elementary schools.

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ECHOES FROM THE PAST

By Clarence S. Pixley

"There is nothing new under the sun." On the other hand, everything under the sun must be new to each generation. Perhaps some of the most commonplace things that you and I are doing now, may come to light in a hundred years and prove most novel and entertaining to the citizen of the twenty-first century.

Occasionally there comes to the State office a request for information that necessitates digging into dust-laden files, poring over musty old books, nosing among papers yellowed with age, and incidentally it is the common thing during these investigations to run across curious facts, and odd things that seem to jump out at one from the obscurity of these pages of the past; things to warm the heart of the Pioneer, to delight the Argonaut Society, or to swell with pride the bosom of the Native Son.

What would be your guess as to the latest year that the Report of the Superintendent of Public Instruction of California was printed in both English and Spanish? You didn't know that it was? Well, neither did I, till the other day, when I had occasion to look into the Thirteenth Annual Report, published in 1863, when John Swett was Superintendent and Leland Stanford, Governor.

How would the current biennial report seem, burdened with a list of all holders of teachers' certificates and State

diplomas in California? Yet that was the usual thing in the 60's, and it only required a few pages.

Here is a quotation from one of the earlier reports, which shows that a humorist may sometimes be elected to office: "The unprecedented fact that a schoolmaster, and not a politician, was nominated and elected, was probably owing to the circumstance that a newly formed party is always liable to make blunders."

Here is another, of more than passing interest: "The California Steam Navigation Company gave all members of the Institute free passes to and from San Francisco, over their several routes of travel, and the railroad lines gave free return passes to Institute members." The Institute referred to was a State Teachers' Institute, and was attended by three hundred teachers.

The modern idea of simplifying and shortening many of the blanks used by teachers and superintendents has brought out much favorable comment and congratulatory expressions, but witness the following, printed before most of us were born: "The old forms of certificates being bulky and difficult to be transmitted in letters, I have prepared an edition of county certificates in book form, printed on bank note paper. Each book contains fifty certificates, with a tag attached to each, so that when a certificate is torn out, a record remains."

Under the heading "Revocation of Teachers' Certificates," the following paragraph is solemnly set down as part of the official report:

"A teacher in a certain county had his certificate revoked for alleged 'Immoral and unprofessional conduct.' The de-certified pedagogue came to San Francisco and made his appeal to the State Board in person, claiming, in his own language, to be the victim of a 'foul persecution.' He then proceeded to say that his certificate was revoked 'for nothing in the world but getting drunk a few times, play cards in a public saloon, and having a fight in a church.' His description of the combat was quite graphic, and he was still suffering from a sprained thumb. In response to his appeal, he was assured that he should have justice—and he got it."

And yet we are accustomed to think of official reports as dry things!

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The Polytechnic School at San Luis Obispo is gradually making its way to a wide field of usefulness. The enrollment this year is much larger than ever, and it is doing great work for the future in Animal Industry, the Creamery, Dairying and Poultry Raising.

A SCHOOL GARDEN IN SAN FRANCISCO

By LOUISA McDERMOTT

I do not wish the educational public to conclude, from the title of this paper, that there is but one school garden in the City of San Francisco. There are a great many school gardens at the present time and there have been school gardens at different schools for the last twenty years. I happened to learn about this garden in considerable detail and it represents the best development of the school garden idea that I know of.

Most of the school gardens in the years gone by were brought about by local conditions and when these favorable conditions passed, the school gardens were given up. For instance, schools in the outlying districts, near the vegetable gardens, have often had their own little school gardens. These were generally put in and cared for by pupils, who knew gardening, and loved to do it. The available soil and water appealed to them. They compounded the soil, seed, and water and produced vegetables and flowers.

Just after the earthquake and fire there was a revival of interest in the school gardens. In looking up the data of this subject I was quite surprised to learn that so many schools had taken them up. At first I thought this was brought about by the return to primitive conditions. The return to primitive conditions may have had some influence but the patient, persistent work of Professor Heaton had by far the greater force. It was about this time that he began to distribute seeds and bulbs.

He has distributed large quantities of seeds and bulbs and, in a variety of ways, fostered the growth of the school garden idea in San Francisco. His ideal is the home garden brought about through the influence of the school.

From the working out of the school garden idea, he hopes, that in time, we may have a class of young men whose taste and training will take them away from apartment houses, out into the districts where a man may have a house and garden of his own. In this garden the man will find pleasant and profitable exercise and at the same time furnish his table with fresh vegetables. His wife will know the possibilities of a small, well arranged flower garden and she shall furnish the table with flowers.

Professor Heaton has sowed the good seed and some of it has fallen on good soil and brought forth fruit abundantly.

And some of it has fallen on very stony soil, if I may judge from the appearance of certain ill-fated bulbs that I have seen struggling along under th eworst of bad conditions. But for the present we shall not devote our time to the stony soils. Perhaps they may yet become fruitful. The Sutro School has made the most of its opportunities and represents no mean achievement in working out the problem of a school garden.

After I had had an interview with the principal of the Sutro School I went out to see the gardens and took two pictures. When I took the plates down to have them developed, I found an amateur in charge and learned that the regular photographer was off for his vacation. This amateur lost one plate, broke the other, and punched a hole in the side of one of the gutta percha covers. I felt thankful that I had left my camera at home.

All this means that I am without illustrations for the gardens. I saw them neatly enclosed with the bricks from an old chimney. The flowers and vegetables were in very good condition considering the season and the length of time school had been closed. It was all very worthy and very genuine.

There are many school gardens in San Francisco and there may be several that have worked out the problem of a school garden and what it is for quite as well as the Sutro School. If there be many such, it speaks well for the future influence of school gardens in this city and we need not fear comparison with any of our neighbors.

"How did you happen to have a school garden?" I asked the principal after she had given me an interesting account of their gardens and how they related the gardens to the lives of the pupils.

"Well," she replied, "I had read about school gardens and had wanted one for a long time. The new arrangement of the walks and the buildings enclosed a very suggestive space and then there was Professor Heaton always bringing the idea into mind."

They started out with twenty-four beds. Each class had a vegetable plot of its own and a half interest in a flower plot. After the space was measured, divided and portioned out they inclosed the beds with bricks from an old chimney and gave the sand a good dressing of manure. They were fortunate in having sand to deal with. I have learned to respect the possibilities of California sand and to fear that incorrigible California clay called adobe.

The boys bargained for the manure at a neighboring stable and brought it to the garden in a wheel barrow. They brought in such quantities that the principal was obliged to put a ban on any more fertilizer being unloaded on the premises. They gave the plots a very liberal dressing and soon learned that sand eats up manure very rapidly and that it can devour enormous quantities.

They began with the commoner vegetables such as lettuce, onions, peas, beans, beets and potatoes. The second year they added cauliflower, celery, spinach, and parsley. Each class harvested its vegetables when they were ready, and disposed of them as it thought best. Before the crops were disposed of they were taken to the other rooms for an exhibit. One pupil carried the exhibit and another gave the history of the vegetable and some points on its proper cultivation. The one that carried the exhibit also took the part of prompter when the occasion seem to demand it. He gave his partner a nudge and whispered a hint of the forgotten part of the speech.

They learned to deal with insect pests when these plagues arrived and threatened their crops. Once it happened that the cauliflowers were badly infested with worms and a group of boys were first instructed carefully in the art of removing the worms by hand, then they were left to finish the work. They went at their work with much earestness but their zeal outstripped their caution. When their principal returned to inspect the work they proudly assured her that there was not a worm to be found. She pointed out the crushed and mutilated cauliflower buttons. This was too bad but she suggested that they consider it a good lesson in gardening. But most of their cauliflowers were ruined.

At this school a pupil must carry a high grade in his class work or he loses his turn in the garden. One young man failed in his spelling and was kept out of his garden when things there interested him very much. He said to his mother: "Gee but I was stung today. I got below ninety in spelling and couldn't work in the garden. But it won't happen again." If English spelling was one of the entrance requirements for gardening there was nothing to do but master it.

Their enthusiasm for their gardens has communicated itself to the neighborhood. Parents are brought to see the gardens. Their insistent children give them no peace until they have looked at the wonderful gardens. The pupils and their teachers have sought information and assistance from

outside sources and have been kindly helped in many ways. In one instance, a young man trained under Mr. McLaren of Golden Gate Park gave some valuable instruction to pupils in planning their home gardens. And there are many home gardens in the district.

I could not give in detail, even briefly, as it was reported to me the work of the different teachers in the common problem of the school garden. Some represent special training and all are interested and helpful. One of the teachers, I do not know which one, had some experience with a fine type of gardening during her summer vacation. She intends to pass it on to the pupils of the Sutro School. There is in it a special message for San Francisco and so I give it in full.

The lady whose garden we take as a model had a little place not far from Inverness. It was a small hilly place and had a certain character of its own. In her ornamental planting she took these natural features into account and tried, always, to preserve her best vistas and bring out the possible beauty of her place. In planting the fruit trees and berries she took into account the soil, climate, and exposure. She set herself to the task of getting the best kind and also tried to have as large a variety as the limited space would afford. To do this required careful thought and much planning and she frequently called on the College of Agriculture for information and advice. They gave her all possible assistance and were glad to do it. That is one of the things they are here to do but a great many of us don't seem to know it.

Her little place represents character, beauty and high utility. That, I take it, would be a very excellent model for San Francisco; for the natural beauty of San Francisco is badly marred with mindless planting.

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A Man Wanted

Is there in the United States a man who does not smoke, does not chew tobacco, does not drink anything stronger than coffee, does not flirt, who is an athlete, who can teach physical culture in public schools such as afforded by Eureka, who can also teach drawing and penmanship and who will work for $1,000 the year? If there be such a man he can have a steady job for a year by applying to the Eureka Board of Education. Some weeks ago the superintendent of schools was appointed by the Board of Education to find such a man. He has not yet found him. And evidently he has given up the job as he will present the name of a lady to the Board of Education when the Board of the Eureka district convenes Tuesday evening. The Board wanted a man. When the Board authorized the city superintendent to get a man, the above plans and specifications were enumerated too.

PROSPECTUS OF THE a, b, ab MINING COMPANY

By One of the Stokers

There is something the matter with the selection of our texts. There has always been something wrong with the business. If there is any way out of the trouble all will agree that there is no undertaking more important to the efficiency of our school system, and therefore more worthy of our united effort. For, as schools are operated in practice, it would be better for anything else, other than the text books, to be out of kilter. At present the State Board of Education is up a tree in the matter of selecting reading texts, and the conditions which drove them to this umbrageous retreat are the same that will ever drive them into similar retreats whenever other selections are to be made.

Nevertheless I believe that the situation is not one for which no remedy is possible. I will admit, in the beginning, that the remedy I will suggest, while simplicity itself in plan, nevertheless is so difficult in execution that it will require practically every man, woman and child in the school system to boost in order that the situation may be improved. But I also believe that this remedy is the only possible remedy and further that, if applied, it will not only solve the text question but will go far to make all teaching better teaching, and all school people more effectual in the work to which we are devoting our energy and ebbing lives. I believe that three of the most fundamental pillars supporting the text problem are resting in shifting, unstable sands.

The Bad Policy of Freezing Out the Stockholders

I. **The responsibility for the selection of texts, wherever it may be in legal formality, must rest, in final reality, not upon the State Board alone nor upon any other delegated or representative body, but squarely upon the intelligence, the judgment and the integrity of the entire body of school workers—superintendents, principals and teachers.**

The constitution may be charged with the letter of this error but it does not follow that the State Board is directed, in formally naming the texts, **not** to take counsel with the entire body of school people, or not to become in fact the representative of the general judgment. The feeling was very manifest at the Yosemite meeting of the superintendents that the State Board had erred by not inviting the counsel of school people more generally in its selection of texts. In my personal judgment, the superintendents are profoundly right

in this view, not only upon the superficial ground of courtesy, but for a far deeper and more essentially vital reason. It is a law of physics that water cannot rise higher than its source and it is a law of democracy, approved by theory and demonstrated by every act in the history of the American democracy, that representative action cannot rest stably at a point different from the level of ideas of the people represented. As soon as any delegated body takes the complete and original responsibility from the body politic, said body politic becomes irresponsible, inert, disinterested and its general level of intelligence, judgment and integrity sink. The intelligence of the delegated body necessarily sinks in conformity with this level in the body politic. In the American democracy the responsibility must be jealously maintained by the body politic and while it may delegate action to its representative bodies it cannot and must not delegate independent responsibility. The State Board of Education can never select text books except at the level of the responsibility for intelligence, judgment and integrity maintained by the school body politic, not much better under the best of conditions and not much worse under the worst of conditions. The notion of a central school authority, wrapped in a misty halo of intelligence, judgment or integrity may perhaps be a practical and theoretic possibility in monarchical Germany but the attempt to graft the halo upon an American root is impracticable of conception and impossible of realization. Permanent improvement in the character of American texts will be directly in proportion to the degree of personal responsibility felt by every school official. Effective and substantial effort in improving our texts must begin by maintaining the keenest sense of responsibility in every superintendent, principal and teacher in the State.

Such is the Law—the Law of the American Democracy.

Troubles in the Assay Department

II. **We are at present unable to select the best texts with any certainty because the school world has no certain criteria by which an effective text may be distinguished from an ineffective one.**

There has been no general responsibility in the selection of texts for so long a time that the criteria, if there ever were any, seem to have been misplaced. The State Board can't find a trace of them in its offices. Experts have been looking for them in the pedagogical straw-stack but what they have found seems to be husks. The important responsibility of

selecting texts for the school children of the State implies that the persons who do the selecting have some uniform, sound and stable basis for their judgments and that they are able to determine with some precision and exactness the best text suited to the conditions of our schools, yet the State Board of Education, in the ten years it has administered the matter of selecting texts, as far as I have discovered, has never possessed any criteria whatever having the semblance of uniform acceptance even among its members. The Board evidently believed some such criteria nevertheless existed for they early adopted the system of appointing juries of readers upon whom has been bestowed the title of "experts" whether as a term of honorary courtesy or of significant wisdom, I wit not which. In purpose, the system of experts was manifestly wise and irresistibly necessary. The selection of texts is too important to be trifled with by any except experts and nothing I have to say, now or hereafter, must be construed to question the principle of experts. The members of the State Board are experts ex-officio by constitutional innuendo. But when it came to a kick-off—the members found they were very busy men, and—ahem, they hadn't time—so they passed the buck up to juries of "experts," by special appointment. Now I believe I am correct in stating that the marked peculiarity of the State Board's juries of "experts" has been that they have never been known to agree. Taken individually each might have passed for an expert for each has usually pointed out with certitude the best text; but the trouble has been that each has usually pointed a different best text, and for reasons of pedagogy which no one, except himself, believed, and which no one, without any exception whatever, understood. Now, an expert in a subject, I take it, is one whose judgment in this subject is well night infallible. Two real experts, therefore, must agree as also would ten; and nine of these really would be superfluous, ornaments, or worse, merely put in to test whether or not the bunch really were experts. If they disagreed there certainly must be something the matter with their expertness and the question would revert to the speculation I raised several lines back—whether or not the State Board's experts had been selected as a mark of merit or as a mark of doubtful courtesy with certainty set in favor of the latter alternative. I have forgotten the identity of that Inspired Sometime Imbecile who once burst forthy with the remedy for the inexpertness of the experts, that the Board should take the majority or plurality of the divergent "expert" opinions. This was

imbecile because experts do not think in opinions but in certainties; and it was doubly imbecile because as proved by mathematics, an infinity of uncertainties added together and rolled into a pudding could never even look like the semblance of a single certainty. But do not understand me as reflecting upon these juries of the State Board as persons. I was reflecting upon them as "experts" which manifestly they were not, and no one can take offense at anything said about purely fanciful misrepresentations of honest souls. As persons, with one or two singular exceptions, the members of the State Board's juries have been conscieutious and painstaking to a painful extreme of seriousness. I do not believe that any juries could have been selected (i. e. by this State Board) which would have come any nearer to unanimity. And this is indeed the fetching point to which I have been systematically leading—that we school people as a whole have no basis for discovering what is a good text. We have no sound criteria. In the most fundamental and elementary facts of our craft we are like rudderless ships in a fog.

A Sample Assay

Not being an expert myself (except by innuendo), I have just been tramping up and down the State fruitlessly trying to find an answer to this simple question: "How many sight words in reading may a class of beginners be expected to master in their first term of five months?" Children in classes have been taught to read for generations and it would seem that this simple fact of common experience of this kind would have been scraped off by some teacher's observation at some time. It would seem indeed this would have been the basis of much grading, of much course of study making, of much figuring by teachers and superintendents. At present it seems to me that this fact would have critical bearing upon the selection of a primer. If we knew what that number approximately is, then certainly we do not want a text primer which offers less because the pupils will not have enough to do, and we do not want a primer which contains more because the new words will appear so thick and fast that the children may not learn any. I have asked teachers, superintendents and principals—and yet the estimate varies almost uniformly between 80 and 800 and only a very few claim their estimates are more than hazardous guesses. Is this a fair sample of what, as a class, we know of the simple facts of our craft?

I believe it is—not because we are lazy, shiftless, lacking

in professional ambition. For we are not. It is because we are suffering from pedagogic scurvy due to eating so much salted pedagogy preserved in gangrened cans for defunct ages, and purveyed as wisdom by the combined idiocy of our educational libraries, our pedagogical departments, our normal schools, our institutes, our educational journals—and by ourselves. Many of us have long since mentally died from eating this ancient hash of the ptomaines of psychologies, mythologies, astrologies, phrenologies, and other forms of imperfectly preserved flapdoodle.

Failure of the Separators to Work

During the past months I have read and listened to the reports of the jury of readers of the reading texts, to the requirements of the publishing companies, to the views of teachers and superintendents up and down the State. I have been impressed by the general integrity of these views though many of them were in phraseology I have not the head gearing to comprehend. But I have been more struck by the fact that these contradictory points of view did not center upon vital questions of the problem of teaching pupils to read. Some have urged a certain series because it was built upon fairy stories and children liked fairy stories while others objected to the fairy stories because children did not like them; some have decided in favor of a certain series because of its high literary flavor, and others have rejected the same series because they said the flavor was not literary; some have lauded a limited vocabulary because, they said, the fewer the words the better they would be learned while others have argued that the larger the vocabulary the larger the horizon of language used. Some have argued in favor of texts because these sought to center the child's attention upon the "content," while others have been as emphatic that the less attention the beginner in reading gave to the content the more rapid would be his progress in reading power. Some have been quite certain that the range of sentience should be in the perceptive zone of the child's objective realization while others have been equally certain that more attention should be in accordance with Weber's law of repeated recurrence. Some have been greatly concerned with the quality of the pictures, the exact size of type, etc., upon given grounds according to psychological laboratory arts while others have passed over these factors, between the limits of a misroscope and a telescope, as immaterial and irrelevant. Some have been impressed by the idea of incorporating language lessons in a

reader as a determining consideration, and others have been unkind enough to suggest that they would agree to a proposal of this kind provided we should select a language text upon the basis of its qualifications as a reading text.

In short the contradictory dogmas upon which we are attempting to select texts would demoralize a madhouse. No wonder we have the scurvy. Let us have some fresh meat—fresh meat with the red juices of blood in it. Fresh meat is the only cure for scurvy.

But if we are bankrupt in our ability to distinguish a useful text from an injurious one, it will at least clear the situation to hold a family consultation. Two alternations stare us inexorably in the face:—

Alternative I.—There are possible no criteria by which a good text can be distinguished from a bad one—and the only things to do are to look wise, maintain outward dignity and call for the dice box; finally, if we are as honest as we are stupid, let us confess to the yawping multitude (which always suspected as much) that we do not know B from Bull's foot in the fundamental simplicities of our craft.

Alternative II.—That since primary infants in our schools quickly distinguish between good texts and bad texts, let us admit there must be criteria which even their teachers may discover; and that we will discover them even if it takes all summer and it requires us to throw overboard all of our cherished pedagogic pedantries.

Organization of the Company

We were talking over this matter in Yosemite at the Superintendents' convention and some of us decided to start a mining company. Its purpose shall be to dig for common-sense facts in the mother lode of actual teaching experience. In this reading text problem it was evident to everyone that a most lamentable fog overhung the issues. No one seemed to be impressed that the State Board would be able to find the true bearings in the matter, or that any jury of advisers, in the present state of educational flapdoodle, would be able to discover the truth and even if anyone would discover truth the rest of the "educators" would not recognize it as such. Nevertheless, in this convention, among the superintendents there was manifested a very vigorous realization that no one had a right to shake the dice of ignorance to determine the texts for the children of our schools. Old Nero, fiddling in burning Rome would be a tender hearted saint by comparison. There was an abundance of interest, candor, open-mindedness and

willingness to do anything and everything to cut a tunnel through the fog. Here were capital and resources, plenty of them and the best of their kind. My proposal that during the next few months, the superintendents test out the texts which have been named as eligible was met by a number of volunteers on the spot and by more before the convention adjourned. These agreed to select some of their most competent and unprejudiced primary teachers, to supply sets of proposed readers, to submit these readers to the current methods and to the usual conditions and to measure the results as accurately as their judgment would permit.

The Acquirement of the Smelter

Before the close of the convention the mining company received a distinct and valuable addition to its assets. Mr. Harr Wagner, editor of the State Journal, pointed out that every well equipped mining company should have a smelter for the reduction of its crude ores. He agreed to furnish the smelter. He proffered the use of a department in the Western Journal where the tests made by the superintendents could be published, in partial or complete form, and judgments, opinions, disputes, theories and pedantics could be pulverized, submitted to the fires of public criticism and open debate. I accepted the offer in the name of the company on the spot and agreed to stoke the smelter at least until some other fellow could be found to take the job off my hands. Any one can get a job in the company who will work down in the mine digging ore—no upper office head will exist. To prevent the generation of fire damp and other stifling gases the appended precautions are conspicuously posted:

1. All talking must be done in plain English, frankness must be unreserved, and a spade must be called a spade.

2. No one shall assume the airs of pedagogy or psychology or pretend to be on terms of intimate communication with these occult evil spirits of the imagination, for their vaporings befoul the air.

3. That any one who mentions the words "pragmatic," "self activity," "content," "culture epochs," "laws of mental development," "thought activity," "developing the imagination," "disciplinary values," "apperception," "correlation," or any other of their ilk; or shall otherwise seek to pose as a great medicine man upon a capital of these meaningless phrases, shall forthwith be fined one dollar,—shall wash out his mouth with soap and saleratus and shall be incarcerated in a tomb of silence until he can conquer this inordinate taste

for bad language—especially language which is not even charged with the sense of an expletive.

What Will Be the Dividends of the Company?

Personally I am going to stoke for the company for what may seem to be a selfish purpose. Teaching is my business and anything I don't know about its details, it would be well for me now to start out and learn. I realize that I must be a dunderhead in this matter of selecting texts, along with the rest of ourselves. I can't afford to have this said of myself, especially by myself, for any considerable period of time. I saw at the superintendents' convention that a number of others of ourselves felt in much the same way. I believe and I know that by gathering and recording facts of actual experience in using these texts, that by comparing and measuring these facts one with and by the other, that by smelting out conclusions in the hot fires of argument, my mental weakness may be greatly lessened. I have confidence that others who take the same strenuous course common sense through experience will likewise obtain great benefits and that our improvement will be mutual. I know there must be one best text and I know the truth can be found and agreed upon by any body of people who persistently and honestly seek for it in experience not befouled by the vaporing nonsense of so-called "scientific" pedagogy. I know this because I have seen other school problems solved in this way and in no other way. If any considerable number of the practical schoolmen and schoolwomen of the State consistently and persistently carry out this method of self education, we will eventually find the truth, we will know it by testing it, and we will become experts in the true sense of the word. I have faith in the earnestness of the superintendents and fellow teachers who have already pledged themselves to go to their experience and gather, record, compare and measure the fruits of this visible, tangible experience. It is in this way, and only in this way, that the stable portions of our educational system have been builded. No doubt our first crude results will differ but if they are honest differences they are subject to honest adjustments through comparison and mutual discussion. When a considerable body have thus quarried out the truth with their own hands, they will be an irresistible force for right in the State, for truth gained in this way is a sword Excalibur. From the times of Horace Mann every employment of this method of procedure has been sweepingly successful regardless of all kinds and quantities of opposition

used to bolster up designs of personal exploitation or schemes to profit commercially at the expense of educational rights of the children who are our wards. Now we do not need a superfluous prophet to tell us that the apprehensive gentlemen who fatten upon the ignorance and inertness of schooldom and our curbstone wiseacres will solemnly disapprove of this or any other plan to do what has been outlined or to do anything. They are necessarily and constitutionally opposed, of course. In a week or so you will see them scampering over the State shaking their heads forebodingly and whispering that the plan is not only foolish but positively wicked. It will be a dreadful thing, they will say, to get everybody sticking their noses into this text-book business; the question will be muddled worse than before; the publishing houses will feel obliged to extend their operations to the entire State. Well, let everybody stick his nose into the school-text problem —it will be profitable schooling for everybody and until everybody does just that the school texts will remain a problem. Let us all get more muddled—the sooner we shall all realize the necessity for getting out of befuddlement. Let the book men extend their operations—said operations thereby will be more clearly exemplified to a larger forum of spectators.

Dangers of Salting the Claims

I for one do not propose to be disturbed by these prognostications of calamities, for to anyone not a noodle, their interested origin is manifest, their insincerity patent, and moreover the sound, common sense of the State knows the following facts to be incontestable:

1. That at present there is as much intelligence in the matter of selecting texts outside the State Board as inside it.
2. That frank, candid, earnest investigation of the matter upon a basis of experience and under the search lights of open pubilicity cannot decrease this amount of intelligence, judgment and integrity and it may increase the supply of these qualities both inside and outside—there is at least storage capacity.
3. There is no legitimate call for unripe haste in selecting texts because we are already have reading texts against which no considerable body of the school people have yet filed serious complaint; the only avowed ground for changing texts has been the reports of some of the State Board's "experts" who, as already shown, have thus far succeeded only in demonstrating that they are not experts.
4. The State Board has no business to think or to con-

template changing texts until it convinces at least itself, that it possesses the reasons for some change. As yet there has been no agreement of appointed "experts," no agreement of the "experts" by constitutional innuendo, no agreement by the school people of the State.

5. If we want to select the best texts for the schools of the State, the first thing, manifestly, is to find some experts or basis of expertness. If we have none, then we must proceed to plant the seed of expertness and raise some experts.

6. The State's schools can wait for a right decision—because they must wait. In fact there is nothing to do, under any contingency, except to wait. If the State Board now calls for the dice box and selects the wrong book, we'll have to wait at least eight years. We ought to be able to make everybody an expert in less time than that—even with the interested parties and their spokesmen frantically protesting at every step against opening this question to the vulgar publicity of the common herd.

7. Finally when the light of truth in the matter does dawn, its rays will strike, I opine, the outside school intelligence at large, within a fraction of a second after it strikes the State Board. Moreover unless it does strike the school people in general there is not much use of its reaching the State Board, for the school people, are, after all, the people who use the texts. It's everybody's business any way you take it. Therefore let everybody take part.

If, by widening the circle of common sense, intelligence and knowledge of the text books every district teacher becomes a true expert, calamities come upon us, then let calamities come by the shower full. I'm tired of the fog and darkness of mine ignorance, of wisdom uttered only in whispers; of wars and rumors of wars. Let us have light. If we must use the dice then let us have light enough to see the dice—they might possibly be loaded and besides we want to see all the players in the game. If there is any talking to be done it must be done from the top of the stump so that we can see who he is, who is talking. Moreover the talking will have to be done through a megaphone which always gives clearer information than whispering. Let all those who so violently object to publicity in public matters say so for then we can discover who are really hurt by publicity and in what way these distressing injuries occur. Personally, I gravely suspect the existence of a large sized African in this whispered warning that comes in the air that the State Board, in transacting school business, must not share responsibility with the super-

intendents and teachers because the latter, on the whole, do not have the standards of the State Board in intelligence, judgment and integrity.

I suspect the source and motive of the warning in the first place.

I suspect the facts insinuated, in the second place.

And in the third place I pass beyond suspicion and know, that by the policy of making every superintendent and teacher responsible and by this policy alone will the Sense of Responsibility for intelligence, judgment and integrity in the transaction of business, sacred to the rights of the children of the State, ever be developed and maintained. If it be true that at present there is any slack in the intelligence, judgment and integrity of the school people generally it is because they have not been permitted to share responsibility. And I know, finally, that unless this responsibility is forced upon the school people unreservedly there will speedily come a time when there is no responsibility either inside the State Board or outside it. For Responsibility is the sole mother of all intelligence, all judgment, all integrity.

I know these things to be true for it is written in the Law —the Law of life of the American Democracy.

Send in Your Crude Ores

Is what I have herein written true or false—this smelter is now open to any who have what they believe is truth to utter, to add to, to subtract from, to intensify or to nullify what has been said.

* * *

IN QUEST OF ANSWERS

In the selection of reading texts for the schools of California, the experience of teachers with the present State series offers a basis for furnishing a valuable body of facts concerning the qualities of texts, under the different conditions of localities and kinds of schools and to which any series must conform. This inquiry is sent out for the purpose of gathering this body of information especially concerning the use and adaptability of the State Series Primer; inquiries concerning other texts may be issued later. We should be glad to hear from any teacher, or superintendent in the State on the questions submitted or other questions bearing upon determination of texts most suitable for use in the public schools of California.

We would request superintendents and especially those

who can give information from our rural schools to submit those questions to teachers of judgment and experience who will feel responsibility in furnishing the most exact information possible. The questions should be answered according to number. In case any questions cannot be definitely or fully answered now, we would be glad if the teachers would keep a record in their present classes upon certain points and to report upon them in a few months. Superintendents would render an important service if they would consult with teachers, look over returns and supplement the reports with any other general reports upon the general conditions of the teaching of reading and the use of the State Series Primer in their schools. We cannot emphasize too strongly the importance of stating the conditions just as they are for the text adopted should be such as will fit the most unfortunate rather than the most favored conditions.

Replies should be addressed to Harr Wagner, Editor Western Journal of Education, Phelan Building, San Francisco, or Frederic Burk, State Normal School, San Francisco.

Name.....

Address.....

1. (a) How many grades do you teach in addition to the primer class?
   (b) How large is your entire class and how many pupils in your primer class or classes?
2. (a) How much time per day upon the average do you devote your exclusive attention to the teaching of reading in the primer class?
   (b) How much time per day upon the average do your primer class pupils spend in study of reading without your exclusive attention?
   (c) How much time per day do you devote to board work or exercises in reading requiring the attention of the entire primer class or section of it?
3. (a) Do you start your beginners with the State Series Primer?
   (b) If not, state what other text or material it is with which you start your beginners?
   (c) At what stage in their reading progress do you introduce the State Series Primer?
4. How many months does it usually require your classes to complete the State Series Primer?

5. (a) At what stage, if at all, do you introduce the study of phonics in a systematic way?
   (b) Do you use any published system of phonics, and if so, name it?
   (c) How long after the introduction of phonics do pupils acquire sufficient phonic ability to assist materially in recognizing new words in the State Series texts?
   (d) Is this phonic ability ever of material use in reading the primer?
6. (a) Do your pupils read any texts other than those of the State Series during the first year?
   (b) If so, state what books your classes read during the first year and the order of their introduction including those of the State Series?
7. (For teachers who begin with the State Series Primer and who do not introduce phonics while pupils are reading the primer or whose pupils do not acquire sufficient phonic power to assist in the learning of new words in the primer.) How many new words (i. e. sight words) of the State Series Primer do classes on the safe average master in the first five months from the time they begin the primer?
8. (a) Are some words of the primer, as a general thing with all classes, more difficult to learn than others?
   (b) If so, mention a list of such words as large as your experience definitely justifies (refreshing your memory by reference to the primer if necessary)?
   (c) If there are any words which generally are difficult, please make a similar list of these?
   (d) How do you explain the fact that some words are more difficult than others.
   (e) To what extent do you require pupils to re-read lessons of the primer which they have once learned to read well, and if there are any lessons or pages which especially require this treatment please name them?
9. (a) What lessons or pages of the primer are noticeably difficult?
   (b) What lessons or pages of the primer are noticeably easy?
   (c) How do you account for these differences?

10. Mention any words of the primer which do not seem to be repeated often enough for pupils to hold in memory easy?
11. Mention any pages upon which too many new words, in your judgment, are introduced?
12. State any defects in the State Series Primer, other than those you may have mentioned in answer to previous question, which in your judgment could be remedied by reconstruction?
13. State the effective features of the State Series Primer as your experience justifies?
14. What are the essential features of a primer by which pupils make the most rapid progress?

* * *

THE HIGHEST SALARIED WOMAN IN THE WORLD

Mrs. Ella Flagg Young, during her first week of superintendent of the City of Chicago, engaged 1,000 teachers, dismissed seven janitors, conferred with a dozen district superintendents, held sessions with 100 principals and personally went through bushels of letters.

Mrs. Young believes these facts indicate that as the highest salaried woman in the world and the one holding the most important executive position ever held by a woman in America, she is earning her $10,000 a year as much as any of her male predecessors.

In answer to the bitter criticisms being aimed at the Chicago Board of Education by the president of the St. Louis Board and many others for placing a woman of 64 in so responsible a position, Mrs. Young says:

"Women are destined to rule the schools of every city. I look for a large majority of the big cities to follow the lead of Chicago in choosing a woman for superintendent. In the near future we will have more women than men in executive charge of the vast educational system. It is woman's natural field, and she is no longer satisfied to do the greatest part of the work and yet be denied leadership. As the first woman to be placed in control of the schools of a big city, it will be my aim to prove that no mistake has been made and to show cities and friends alike that a woman is better qualified for this work than a man."

For Woman Suffrage

This frail little woman in gray, who has been victorious over a score of noted men, suggested that, while some day

she hoped to see the extension of suffrage to women, the eventual supremacy of her sex would result from complete control of the public schools.

"I do not wish to be misunderstood," Mrs. Young remarked. "I am here to do my work, and there is a great deal ahead of me. A woman can do more than talk. High executive positions, however, are not the inherited right of man alone. Chicago in this respect, as I have said, merely lights the way. We have been coming toward this for a long time.

"Why, when I began teaching here in Chicago, back in 1862, it would have been absolutely impossible for a woman to have been given even a principalship. I received then $25 a month. This week I began at $10,000 a year. Doesn't that indicate that times have changed? And conditions are not going to revert now. When I was taken from the position of high school instructor in mathematics to be made a principal I was one of the first five or six women principals in the country. It looked then as if I had reached the highest point possible for a woman. After that, though, in the onward march of feminine recognition came other principalships, a chair in Chicago University, then head of the great Chicago Normal School, and now I think I have attained the most important post possible for any teacher.

Women Are Succeeding

"Women are not only determined to succeed; they are succeeding. There is no reason why any young woman should feel in any way discouraged. Men are no longer getting the executive positions in preference to them. There are brilliant prospects for the young woman—who works."

Mrs. Young paused for emphasis, then continued with decision:

"For centuries men believed they could do everything alone. They were mistaken. And, of course, it is equally true that women will never do everything alone. We have no such desire. What we want is a change. I have mine now, and it is up to me to show what a woman can do. We wish to help men and to play an equal part in the affairs of the world. When a woman really decides that she should be a factor in activities, she starts out earnestly to accomplish her ends and she succeeds. Undoubtedly that offers the explanation for the wonderful advancement of our sex in the last decade or two."

SCHOOL DAY INFLUENCES

By Sharlot M. Hall

There comes a period to all children, from ten to fifteen, when they begin to grow dimly aware of the mystery of life; to restlessly seek its solution, and to realize that the nursery story of the angel bringing little sister is not true. Their playmates drop bits of knowledge and the mysterious silence preserved by mamma only serves to whet their curiosity. Then come school days and associations, and after a year or two the mother would be much surprised if she could just know what is being talked among her children and their playmates.

I do not wish to speak against our schools, but I know from my own experience that neither teacher nor mother can have any adequate idea of what goes on among the children during play hours. I often wonder how parents can be so blind, so careless of the little notes that pass from hand to hand, and the secrets told with elaborate precaution. Children from all sorts of homes meet and mingle freely, and the stories told and language used is a shock to a thoughtful mind.

Perhaps I have the advantage of inside knowledge, for I went, a shy, quiet girl, from a lonely country ranch to a town school. The earnest intention to study medicine and make it my life work had given me considerable knowledge at a very early age, and to me the reproduction of life was a holy of holies. Absorbed in my studies, I did not join any class, or set, and soon the girls laughed and joked and told their experiences before me as if I had been deaf or blind. They were all nice girls, from the best families, but the things I heard them tell made me resolve that no daughter of mine should ever leave her mother's care without the protection of knowledge.

The girls were not to blame; they were simply the victims of perverted curiosity. They came from homes where these deeper subjects are tabooed and helpful books forbidden. Their mothers were advocates of innocence preserved by ignorance, not protected by knowledge.

What a sad mistake! It was the girls kept in ignorance by mothers who listened most eagerly to those unspeakable tales. The sweetest innocence is knowledge that closes ears and mind to all low influences.

Every mother should herself give her children, both boys and girls, this knowledge by the time they are ten years old,

or twelve at the farthest. Not fully, perhaps, but by degrees. Show them the wonders of plant life, and lead up so to the higher.

Boys need this home training far more than girls, for they come earlier in rough contact with the world, and see and hear so much that is spared their sisters. Older boys are all too ready to teach the little ones evil things, and grown men are brutally careless of their words and actions. Many a boy has ruined mind and body in his pitiful ignorance and before his parents would have believed the thing possible.

Dewey, Arizona.

* * *

HUMBOLDT COUNTY INSTITUTE

One of the first institutes to be held in the fall of the year is that of Humboldt County. The custom is to hold the Institute at the same time that the County Fair is held. And strange to say the directors of the Fair arrange to have as many of the teachers and the public school children present at the Fair as possible. Complimentary tickets are given to the teachers and to the children certain sections of the county have days, when the children of the schools are admitted free. This brings the children and the parents too and all have a good chance to see what the different sections of the county are doing. One division of the Fair is held the week before at Ferndale. Both Fairs seem to be a great success in numbers as well as financially.

Superintendent Geo. W. Underwood called his Institute to meet on the 13th of September and to continue four days. He selected as his assistants or lecturers Mrs. Mary E. Coolidge of Berkeley, Mr. Allison Ware of the San Francisco State Normal and Job Wood Jr. of Sacramento. The plan of the Institute was to divide into high school and grammar school sections during the morning and to meet as a whole in the afternoons. The work was that of the lecture plan conducted mainly by the assistants from outside the county. The thought of the Superintendent seemed to be constitute the teachers a committee of one to make every one feel at home and to do all that could be done to make the Institute a success. A very interesting feature of the Institute was the plan of teaching music. Mr. Robert A. Bugbee, Principal of Hydesville School District, lead the singing and all of the teachers with the books used in the school joined in the singing. Two or three pieces in the morning and two or three in the afternoon were taken up

and carefully gone over. This with the other musical numbers by local talent and by Mrs. Coolidge added much to the success of the Institute. Mr. Fred Moore of the American Book Company with Mr. T. C. Morehouse of the Macmillan Book Company as accompaniest made quite a reputation for himself as a singer.

Several side trips were taken after the Institute, one to the Sequoia Yacht Club's beautiful club house across the bay from Eureka. Here are fine reception rooms, dining room, swimming tank and boats. Near this is the shipbuilding plant in which the Klamath, a steam schooner, is being built. The boat when completed will cost $135,000, and will be used for coast shipments. Then near Eureka are several large saw mills that fairly make one's head whirl to see the large redwood logs go up the gang plank in rapid succession and come out at the other end of the mill in lumber of the best varieties. Here are lessons that should reach all of the school children of the State, first as to method of doing the work and second as to the rapidity with which the forests of that part of the State are being cut off. Commercialism should come to the point when it will see that its best interests consists of replanting and causing the trees to grow on the land as fast as possible. If no other plan can be reached then the State or national government should buy the land from which the trees have been cut and encourage the growth of the trees. In a beautiful park belonging to Eureka is a piece of land from which the trees were cut several years since, say forty. The young trees are thick and many of them are two feet in diameter and over one hundred feet high.

Unfortunately Superintendent Underwood injured his ankle on Saturday, before the Institute, by sticking a pitchfork in it. He was not able to be present during the first two days, his place being taken by Mrs. Forcey, his daughter. She did the honors of the occasion with remarkable grace and decision. She could not have done better had she been a Superintendent of many year's experience. Mr. and Mrs. Underwood should feel greatly complimented that their daughter is able to do so well under such trying circumstances.

The Institute was a success in every way. Superintendent Underwood tried the plan of printing no programs but of appointing a committee who should select from day to day what the teachers most wanted of the subjects presented. In the main this gave very good satisfaction for a change.

UNITED STATES BUREAU OF EDUCATION

The United States Bureau of Education at Washington, which has occupied for thirty-seven of the forty-two years of its existence the rented building at the corner of Eighth and G streets, northwest, was removed in July to the second floor of the old Post Office Department building between Seventh and Eighth and E and F streets, with storage and mailing rooms in the basement. Its new quarters are more commodious and much more comfortable than the old. This is the first time in the history of the Bureau that it has been quartered in a Government building.

A measure of reorganization in the staff of the Bureau was made during the month of July. Mr. Lewis A. Kalbach, who has been connected with the Bureau for twenty-two years and who has served during the past three years as a clerk to the Commissioner, in addition to his duties as Specialist in Land-Grant College Statistics, has been appointed Chief Clerk of the Bureau. He has been succeeded as Specialist in Land-Grant College Statistics by Professor James E. McClintock of the University of Maine, whose principal work will have to do with the relations of the Feneral Government with the land-grant colleges of agriculture and mechanic arts. The former chief clerk, Mr. Lovick Pierce, continues his connection with the Bureau as chief of the Correspondence Division. Doctor Harlan Updegraff who has served as chief of the Alaska Division during the past two years, has been appointed Collector and Compiler of Statistics, succeeding Mr. W. Dawson Johnston, who has been made librarian of Columbia University. Doctor Updegraff's principal duties will have to do with the relations of the Bureau with the chief school officers of the several States and cities of the country. It is expected that he will serve as an adviser in matters affecting school administration.

Mr. William T. Lopp, who has served as District Superintendent of Schools in Alaska, has been appointed Superintendent of Education of Natives of Alaska and will have direct charge, under the supervision of the Commissioner of Education, of education and the reindeer industry among the Alaskan natives. He will divide his time between Alaska and Washington and will have charge of the Alaska Division in the Bureau.

Some time will be taken in closing up the special work upon which Doctor Updegraff and Mr. Lopp are now engaged, in the Alaska Service, and it is expected that they

will not enter upon their new duties before November or December.

Arrangements have been made by the Bureau of Education and the Bureau of the Census for the collection by special Census agents of financial statistics of the school systems of the larger cities. The statistical form used by the Census Office will be furnished shortly by the Bureau of Education to a number of these cities that cannot be reached this year by the Census agents. This form is the outcome of a conference between the two offices concerned. It is still in an experimental stage, but its use by the Census Office and the Bureau of Education is expected to develop any defects or weaknesses in it, and lead to the adoption of a form that will meet the conditions existing in the various cities of the country.

Another forward step has been taken as regards the prompt issuance of the Annual Report of the Commissioner of Education. On certain conditions, which can undoubtedly be met, the Public Printer has agreed to furnish bound copies of volume 1 of the Annual Report for 1909 on December first of this year, and volume 2 on March first of the year 1910. In view of this arrangement, it may now be confidently expected that the first volume, containing general surveys, directories, etc., will be in the hands of readers before the convening of those educational associations which meet during the holiday season; and the second volume, containing the statistical tables, will be received prior to the Easter vacation meetings.

ELMER ELLSWORTH BROWN,
Commissioner.

Washington, D. C., August 9, 1909.

* * *

Prof. Geo. H. Vincent, of the University of Chicago, one of the lecturers of the C. T. A. for December, has a keen sense of humor. When the tariff debate was at its greatest interest, he said: "I am not so much interested in whether Congress will do its duty to the country as whether or not the duty will do the country."

* * *

Education, in its widest sense, comprehends all the influences which operate on the human being, stimulating his faculties to action, forming his habits, moulding his character, and making him what he is.—Joseph Payne.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

THE RELATION OF THE PARENT TO THE SCHOOL

Write out of an experience and an observation of many years, both as parent and teacher. Parents, and friends of education generally, should take a more active interest in the school; should visit it frequently and should give loyal support in every possible way to those in charge. Parents especially should see to it that their children attend school regularly and punctually—not keeping them out or detaining them for every trivial cause. It is important that pupils be on hand the "first day," when the school is to be organized, when classes are formed, lessons assigned and regulations outlined. The schoolroom itself, with its equipment and grounds should not be slighted. All available funds should be expended liberally, yet judiciously, so that the best possible provision shall be made for the training home of the children.

It is the privilege, as it is also the duty, of parents and teachers to be most intimately and pleasantly acquainted, keeping in closest touch in their respective labors, and then, enjoying each other's confidence, their work will be a unit, and the product of that work, dear to both, may be—not a Nero nor a Jezebel, but a Garfield or a Willard—a credit to himself, an honor to parent and teacher, a blessing to the world. —A. L. Anthony.

* * *

SCHOOL IMPROVEMENT DAYS

Rural schools can accomplish a great deal of good by setting apart each year a day for School Improvement, a day for getting the people out to think and talk and work toward the improvement of the public school. Washington's Birthday or Lincoln Day are appropriate times to celebrate in this way; or any other day that can be agreed upon as convenient.

Some neighborhood leader must come forward to set the wheels in motion and push the thing along—teacher or trustee or citizen.

The planting of trees, the cleaning up of the grounds, the repair of fences and outbuildings, the cleaning of schoolrooms, the making of improvements of any kind, are appropriate works to undertake for a day of this kind. Beyond the value

of the actual work done, is the arousing of public interest, the stirring up of popular sentiment for the improvement of the school.

By means of entertainments, picnic gatherings, improvement parties, tree plantings, neighborhood meetings, the wise teachers and trustees of the county can manage to make wonderful changes in the face of nature about their school grounds and wonderful changes in the spirit of their neighbors. Who can measure the difference in influence as the years roll by, between the tidy, thrifty, well-kept school and the one that shows carelessness and neglect.

Don't be indifferent. Don't be content for your school to remain year after year as the barest, the ugliest, the most God-forsaken spot in the whole neighborhood!—From School Manual of Ventura County, Supt. J. E. Reynolds.

* * *

The school officials should see that the school house and grounds are in good condition for the opening of school. Sometimes this important work is forgotten. The teacher should remind the officials in such cases. In the case of entire failure by the officials the teacher should see that the work is done. No teacher can afford to start a school in an unprepared house. The whole school year may be marred by the bad impressions formed in a dirty school house and on an untidy, weed-covered play ground.—The Educator Journal.

* * *

PROBLEMS OF RURAL SCHOOLS FOR TRUSTEES TO SOLVE

The National and State departments of agriculture, the State universities and State colleges, the State experiment stations, the agricultural high schools, and the branch experiment stations, with their researches and their extension of instructional demonstration work to thousands of localities, are making a combined effort of stupendous proportions. They are winning the hearts of the American farmers with new interest in farm subjects and are adding efficiency in farm management. The rising question of the hour, therefore, is one of method and direction for this vast movement, with its oncoming tens of millions of increased income. Where and how shall most of the needed money be spent? Manifestly the maximum expenditure needed in agricultural research will earliest be reached, while the much larger ex-

penditure needed for agricultural education will be longer in reaching the point beyond which it will not give the optimum percentage of returns. The thorough organization of research work is assured and its further development is not a matter of such great concern as is the organization of a system of schools, of extension teaching, and of instruction by demonstration.

That part of our educational system which is of collegiate grade is sufficiently well organized to warrant the belief that its development by easy evolutionary steps is assured. The organization of secondary education for country life is fairly well blocked out. The plan of establishing a system of large agricultural high schools is gaining popular favor. There is good reason to expect that we shall have a class of high-grade secondary schools providing vocational finishing courses for those who, expecting to live on farms, will close their school life with from two to four years of vocational high-school work. The wonderful success of the Minnesota, Nebraska, Wisconsin, and other agricultural high schools in receiving, in preparing for country life, and in returning to the farms rural youth of both sexes, and the success of their graduates in becoming better farmers, home makers, and citizens, gives assurance that such schools will receive extensive practical trial and use. That these schools are adapted to fit into our system between the rural school and the agricultural college is an established achievement in States where the effort has been made.

The new century found a growing body of new knowledge related to the farm and to other vocations. This knowledge is gradually yielding to organization in text-books, in laboratory manuals, and in practice work in the fields, the orchard, the garden and forest, the barn and dairy, and the home. There is promise that the tens of millions already expended by the enterprising nations of the earth in agricultural research are to be rapidly multiplied to hundreds of millions of expenditure. That the immense body of new knowledge thus secured will command a prominent place in the training of our farm youth is no longer in doubt. When ten times as much technical research has been completed as now, and this new knowledge has been put into teachable form, the demand that it be carried to all the ten million youths who are preparing for country life in the United States will be irresistible. And this knowledge will so increase the general and economic efficiency of our country-life schools that the half of the rural children, approximately 5,000,000,

now annually induced to attend school, will be increased to six or seven million. The increase of technical knowledge through research and the development of artisan skill as a result of invention, division of labor, and accelerated competition, must give to school education a new relationship, a new field, and new duties.

The schools must bend their energies more clearly to training for all the specific vocations. A few will perceive the advantage and meet the requirements of this new development unaided; all must have the opportunity to do so. Our industries have reached the time of close specialization, and our schools must follow. They should lead. In our great manufacturing industries the need of trained artisans and the wisdom of giving to our American youth the opportunities of the higher paid technical trades, instead of reserving this work for foreigners trained in schools abroad, are leading to the establishment of trade schools, often with funds supplied by employers.—From Edition of Country Life, U. S. Dept. of Agricultural.

* * *

Fortune disdains mere ability—brain is nothing without bravery. The man who can be thrashed by a sneer has retreated before he was defeated. Half the new town-halls are gifts from "blamed fools," who left home because they couldn't get a sixty horsepower opportunity in a one-horse village.—Herbert Kaufman.

* * *

Superintendent Lindsay of Fresno County says there has not been a year in a long time when among the 400 teachers in the county there has been such a large number of new teachers for the opening of a new term. "I cannot account for it," said he, "except on the theory that the changes have taken place because the teachers have found better paying or more congenial positions and because of climatic conditions.

"I have lived twenty-two years in Fresno and during all that time have followed the profession of teaching. I have not known in that period a time when so many lady teachers have married. The number that the department has lost by marriage since last term is between thirty and forty, so that I should conclude that teachers are considered prizes in the matrimonial market.

"After marriage the lady teacher as a rule leaves the school, not that there is anything in the law forbidding a married woman being a school teacher. It is only a regulation adopted by boards in some of the cities and in Fresno County, in this city and among a very few of the country districts."

The Western Journal of Education

Official Journal of the Department of Public Instruction

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EDITORIAL

By Harr Wagner

Retirement Fund for Teachers

The California Schoolmasters' Club had as the subject of its table talk on October 9th a retirement fund for teachers. The discussion of a subject like this should be more than the mere advancing of temporary relief measures, local legislation, and an appeal to the charitable instincts of the taxpayers or the multi-millionaires. In our complex social life we have the purely fraternal organizations, the fraternal insurance orders, the protective and endowment insurance, the associated charities, and "on the side" benevolences of all kind from the nickel to the blind man, up to the Carnegie Library to the community. There is even a demand for the organization of a society for protection from the uncharitable competition of charitable associations. The retirement fund for teachers should be based on broad national lines, and not on local issues. If we are to have a parental government let us have it good and strong. Why should we have one law of retirement for Oakland, one for San Francisco, and none for San Mateo County, and none for the State of Texas. If the schoolmaster is to be in a class by himself, why not make it a national issue. Get away entirely from the local idea, which is more or less subject to local conditions. Back of

all these temporary expedients is the great law of human brotherhood. The earlier we recognize it the sooner we will do away with the local laws that one man shall have a pension, and another man shall go hungry, or worry about his future sustenance, which is worse. If we are to have local expedients for a fund for retirement of teachers it would be better to take out annuity insurance policies in some reliable corporation.

* * *

The Problem of the Readers

This issue contains the prospectus of an open discussion on readers. Dr. Frederic Burk will direct the work. The intent is clearly stated in this issue. Mr. Leroy Armstrong, the Secretary of the California Teachers' Association, the editor of the journal published by the directors of the C. T. A. and the writer of the brief in behalf of the Macmillan Company, publishers of the Baker and Carpenter Readers, has tried to prejudice the public against Dr. Burk's attempt to get at the purely educational side of the text-book business. The prestige of the entire membership of the C. T. A. has been used for commercial purposes. The editor and secretary is the writer of a brief before the State Board of Education, not as an expert selected by the State Board but as an advocate for the Macmillan Company. The situation is certainly wrong. The Secretary of the C. T. A. should be on the educational side of the text-book business along with Dr. Burk.

* * *

The N. E. A.

Dr. Nicholas Murray Butler in the September Educational Review almost sheds a tear; certainly there is a pessimistic point of view in his article on the Denver meeting of the N. E. A. He says: "The self-seeking and wire pulling element was in evidence in the lobbies." He also asks, but does not answer, "Are the halcyon days of the Association over?" He laments the disappearance of the stimulating influence of the field of investigation, and advocates that active membership be secured from universities, colleges, schools, libraries, etc. The N. E. A. needs live members, not dead ones. There is nothing but financial value on a membership from a library. It is really a joke to class an institution as an active member. What the Association needs is a few more live men and women among its active members. It needs ideas, not members. It needs educational values not financial support. The

close corporate organization is a fine thing for business if we control a product where the demand is as great as the supply, but it does not work out right in teachers' association where the primary object should be the quest of truth along educational lines. The great State of California will put some spontaneity into the N. E. A. We will send in 7000 memberships. The people will listen to a man with a message, and will lend spirit and enthusiasm and good will, and $2.00 to the cause.

* * *

The Institute Season

October and November are the months in which many of the County Superintendents call their institutes. The most difficult problem is to secure instructors who will be able to give the teachers that which will benefit them in their work. We published a partial list of men and women who would accept invitations to do service as instructors. There are others, Mrs. L. V. Sweesy, Berkeley, Cal., is a great success in presenting the subject of music; Job Wood Jr. of Sacramento, on Arithmetic and the practical side of things; Miriam Nelke of the Academy of Dramatic Arts, 2135 Sutter street, San Francisco, on Reading; James W. Ferguson of the San Francisco School Department on Industrial Training; T. L. Heaton of the San Francisco School Department; Lew Ball, special teacher on Reading in the San Francisco School Department; F. F. Jeffers of Palo Alto in Music. The names given last month were as follows: Supt. Mark Keppel, Los Angeles, Cal.; R. G. Boone, Berkeley, Cal.; Allison Ware, State Normal School, San Francisco; David Rhys Jones, State Normal School, San Francisco; Ellwood P. Cubberley, Stanford University; Mary Roberts Coolidge, Berkeley, Cal.; Lee Emerson Bassett, Stanford University; H. A. Adrian, Santa Barbara, Cal.; Miss Flo Baldwin, Berkeley, Cal.; J. W. McClymonds, Oakland, Cal.; Mary George, San Jose, Cal.; Dr. Riley O. Johnson, State Normal School, Chico.

* * *

The National Bureau of Education

Elmer Ellsworth Brown is doing effective work along the lines of publicity of the results of the Department of Education. Dr. Brown's name will always be linked in the list of strong names in California's educational chain. Dr. Winship in the Journal of Education writes as follows of the man and his work:

"Dr. Elmer Ellsworth Brown, as United States commissioner of education, is the official head of the public school system of the United States, and as such should be known to every teacher of the land, and, through the teachers, by every pupil. No other government official can as easily become universally known as he, if only the schools will appreciate their opportunity and responsibility. There are schools in which none of the children know the name of the United States commissioner, the State superintendent, or of the city superintendent. Is it any wonder that Congress will not respect the national education office if the teachers themselves do not magnify it? Dr. Elmer Ellsworth Brown is in the prime of life, is a native of the Middle West,—Michigan,—where he was also educated; did the most of his professional work on the Pacific Coast,—University of California,—and is now residing on the Atlantic Coast,—Washington,—and is, therefore, a genuinely national educator; and he is devoting all of his energies, intelligently and sympathetically, to giving to the national bureau of education noble leadership in education. If every child knew of this man and his work, if every teacher intelligently magnified it, there would be no difficulty in getting for the bureau the Congressional support which it so much needs, and without which it cannot do the work the success of the schools requires."

* * *

Governor James N. Gillett in his address to President Taft at the banquet in San Francisco gave an eloquent review of the needs of Californa and the Pacific Coast. The Governor surpassed any previous address he ever made. The comments on the speech were general, and as an example of clear, definite, concise, plain state of views, has seldom been equaled. Governor Gillett, in this one speech, placed himself in the front rank of after-dinner orators. The speech was in every sense a model.

DEAD

Irving Stringham, Professor of Mathematics at the University of California, died October 5, 1909. Professor Stringham was acting president of the University at the time of his death. He took an active interest in the C. T. A. and in the public schools. His text books are of great value.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909, in San Fraicisco. E. M. Cox, San Rafael, Pres., L. A. Armstrong, Alameda, Secy.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Red Bluff; Wm. Mackay, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shepherd. Secretary, Winona, Minn.

NOTES.

The Kern County High School has a class of twenty-two in Agriculture.

* * *

The Board of Education of Sacramento has passed a resolution abolishing the use of slates in all grades of the school.

* * *

Principal L. B. Avery of the San Jose High School reports an enrollment of 942, an increase over last year of 165.

* * *

Fresno High School reports large classes in cooking and sewing, but no Greek.

* * *

The Sacramento Union of September 12th has a vigorous article from the pen of Edward McSweeney on The Education Trust vs. The Boy.

* * *

There is a movement in Los Angeles for the establishment of an industrial school for negroes. It is to be located in South Pasadena.

* * *

Miss Lena Jackson of Napa, and D. H. White of Solano County, will hold a Joint Institute at Napa October 18, 19 and 20. R. G. Boone and Lee Emerson Bassett are the special instructors.

* * *

Mark Keppel and Job Wood Jr. will be the instructors at the Institute for Superintendent Darke of San Luis Obispo October 5, 6, 7.

* * *

Santa Ana is to have a new manual training and domestic science building. Truly, progress is abroad in the land.

* * *

Superintendent Effie Persons Wood held her Institute the week of September 9th. R. G. Boone, Superintendent Hyatt and Leroy Anderson were the instructors.

* * *

H. A. Adrian, formerly of Santa Barbara, is conducting Institutes in Washington and Oregon.

C. W. Childs, formerly President of the San Jose State Normal School, is in charge of the Hawaiian Educational Exhibit at the Yukon-Alaska-Pacific Exposition. Mr. Childs is a resident of Hawaii.

* * *

The Stockton High School opened this year with 460 pupils.

* * *

Provision for additional new buildings at the University of California under the Barnard scheme was made at the last meeting of the Regents in the San Francisco Institute of Art. The position and general construction of the new $200,000 chemistry hall were decided, and the work on the detailed plans will go ahead immediately. Chemistry Hall will be the first of the group of the greater university buildings to be erected at the southeast end of the campus. It will be placed just west of the present chemistry building and will be built of granite.

* * *

The next meeting of the Teachers' Association of Northern California will be held at Red Bluff, October 26th-29th. President W. M. Mackay of the Chico High School has arranged a fine program. The principal speakers will be Hon. Webster Davis, Principal J. H. Francis of the Los Angeles Polytechnic High School and Dr. W. F. Snow, secretary of the State Board of Health.

* * *

Miss Rose Goldsmith, principal of the Fremont School, San Francisco, called a Fathers' Meeting in her school September 19th. Congressman Kahn and Director Hayden were the principal speakers.

* * *

C. S. Price will hold the Santa Cruz County Institute in Watsonville October 12th to 15th.

* * *

There are thirty-four Chinese children in Bakersfield schools.

* * *

State Normal School of Manual Arts and Domestic Sciences will be located on foothills a quarter of a mile east of Mission Ridge, Santa Barbara and the street railway line will be extended to it.

* * *

Dr. Thomas P. Bailey, formerly of the University of California, has accepted the City Superintendency of Memphis, Tenn. If you start to travel by southern route you will find notable Californians along the line. At University of Texas, F. E. Farrington; at University of Louisiana, Alex B. Coffey; at University of Alabama, Dr. F. B. Dresslar; at Memphis, Thos. P. Bailey; at Washington, D. C., Elmer Ellsworth Brown.

* * *

Hugh J. Baldwin, County Superintendent of Schools of San Diego, had a narrow escape from death September 20th. His team of fine brown horses ran away in the City of San Diego and demolished the

vehicle. His wife, son and daughter were unhurt, but he was rendered unconscious. After treatment for two weeks he has fully recovered and we will hear from his melodious voice at the C. T. A. leading the insurgents, and at the N. E. A. giving the Easterners a megaphone view of the City of San Francisco.

* * *

Margaret Mahoney, M. D., President of the Teachers' Federation, is out in a strong protest against the method of conducting the schools.

* * *

THE SAN DIEGO STATE NORMAL SCHOOL RECEIVES HIGHEST GOLD MEDAL

"I am pleased to announce that a gold medal was awarded to the State Normal School of San Diego for its educational exhibit. This gives to the San Diego Normal School a higher distinction than was given to the other normal schools of the State.

"ROBERT FURLONG,
"Superintendent California Educational Exhibit."

The above message was sent to President Samuel T. Black. The San Diego State Normal School, under the direction of President Black, has become recognized as one of the most efficient normal schools in the West, and the recognition of its work in this formal way is appreciated by the alumni, students, faculty and the citizens.

The following, in the main, summarizes the exhibit: A series of three 30x40 framed photographs showing the building and campus, the annual Maypole festival, and the school garden; a series of mounted photographs showing details and features of the building, within and without, as well as comprehensive illustrations of the life and activities of the school; a series of typical photographs of laboratory work from the department of biology; mounted samples of work from the classes in drawing, including water color, pencil and chalk work, and mechanical drawing; sets of mounted maps by the pupils of the training school; a colonial bride's chest from the department of woodwork and manual training; an exhibit of sewing from the department of domestic arts—this in the form of typical articles made during the year by the normal students and the children of the grammar grades; and representative work from the classes in cookery indicating the scope of the study of dietetics carried on in connection with actual cooking.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

Book Notes.

The Whitaker & Ray, Wiggin Co., San Francisco, has published the complete poems of Joaquin Miller in five beautiful volumes. The letter press represents the highest art in book making yet produced on the Pacific Coast. Joaquin Miller is today the world's greatest living poet. "Columbus," "The Passing of Tennyson," "Missouri," "The Ship on the Desert" are classics. The price of each volume is $1.25. Get a complete set of these poems now.

* * *

At "The Shrine of Song" by Herbert Bashford is just published by the Whitaker & Ray, Wiggin Co., price, $1.50. This is a beautiful book. Bashford is a rare poet, a splendid genius, a great power in the expression of song.

* * *

Sherman, French & Co., Boston, Mass, has issued "Quartrians," a book of famous verse. The selections have been made with care, and the volume is neatly printed. Price, $1.00.

* * *

The W. C. Doub Co., publishers, have issued a new language series by Rose V. Winterburn, the well-known teacher. These books represent the best methods and best material in the teaching of language in the schools.

* * *

Le Comte de Monte Cristo, edited by C. Fontaine, Chairman of French Department, High School of Commerce, New York. American Book Co., publishers. Price, 40 cents.

In order to avoid the excessive length of Dumas' famous romance in the original form, this edition gives in an English resume the plot of the introductory portion of the story, leading up to the imprisonment of Dantes, and omits the latter portion, dealing with his vengeance, as unsuited to class reading. The text so constituted therefore gives complete the main story—the dramatic episodes of the Chateau d'If, the escape, and the discovery of the treasure. The notes are ample, but concise, and the vocabulary is complete for all matters of translation and usage.

* * *

Selections from Byron, Wordsworth, Shelley, Keats and Browning, edited by Charles Townsend Copeland, Lecturer in English Literature in Harvard University, and Henry Brilner Rideout. American Book Co., publishers. Price, 40 cents.

This, the most recent addition to the Gateway Series of English texts, the general editor of which is Henry Van Dyke, contains 92 selections, all of which are included in the College Entrance Requirements in English. In connection with the selections from each of the five poets is an introduction giving a short biography and some account of the author's work and its tendencies. The notes are brief and supply only needed assistance. The poems included are such as every scholar should be familiar with, and as here presented,

they are in a form which makes them clear, interesting and helpful to those who are beginning the study of literature. At the same time, they supply the knowledge which the student needs to pass the entrance examination.

* * *

Health Studies. By Ernest Bryant Hoag, A.M., M.D., Director of Hygiene and Physical Examinations in the City Schools of Berkeley, Lecturer in Hygiene, University of California, with prefatory note by David Starr Jordan, Ph.D., M.D.

Health Studies is a text-book of applied physiology and hygiene for pupils in the grades. The first third of the book presents simply and directly, yet in a scientific way, important facts of human physiology. The rest of the text deals with many and varied matters of practical hygiene. The subject is brought close to the pupil's experience and environment. It is full of interest for him, for it answers many of his half-formed questions and shows him how and why good habits and intelligent care preserve health. The author's suggestions to teachers, and the topics for discussion and review, open up an interesting field of profitable work. The usefulness of such a book extends far beyond the school-room. There is nothing childish about it, and mature readers will find it helpful and satisfactory. D. C. Heath & Co., publishers.

* * *

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The Western Journal of Education

November, 1909

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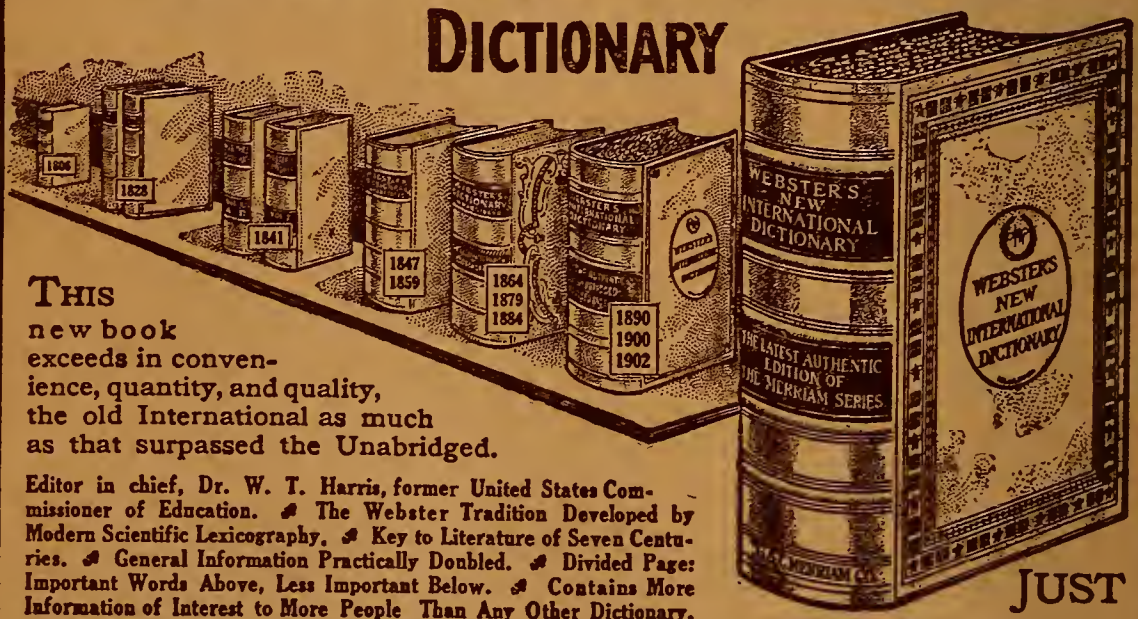

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The Western Journal of Education

Vol. XIV NOVEMBER, 1909 No. 11

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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

All Teachers Everywhere

I pray you, friends, remember in all your teaching how excellent a thing it is for the children placed in your care to form the habit of deciding for themselves whether a thing is true or not and then standing up bravely for what they believe of themselves to be true.

You have done but ill when you have so trained a bright, enthusiastic, responsive class of youngsters that they all cry, "Yes, ma'am," and "No, ma'am" promptly according to your desire; when they will all say black is white at your rising inflection and deny the universe at your frown.

That sort of training makes a good showing when visitors come to the school. But it doesn't do well when those same children are out of your ken and are swung around this way and that by unholy influences of which you never even dream.

Train them, I pray you, to decide; to the habit of deciding. Then train them further to back up their decision honestly

and earnestly; to the habit of giving testimony to what they truly believe. And may your days be long in the land.

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A City System

Palo Alto, in Santa Clara County, has lately arrived at the dignity of cityhood with a city charter and a city superintendent of schools. I visited its schools a few days ago, in company with Superintendent J. C. Templeton. It is a good type of the carefully organized exactly programmed, thoroughly supervised city system. The departmental method is in vogue. At the end of a period the pupils gather up all their books and papers and leave as if they were going home at night. But they only go to the next department. The department teacher stays in the same room for all classes. The Batavia system, too, is in use. Miss Effie Hawkins was the Batavia teacher of the school I saw. She is the principal of the building, and of course, does not teach a regular room. She takes out three or four or half a dozen children at a time from this class or that and hears them every day for a while in order to bring them up to the firing line.

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Orphan Schools

One of my official duties is to visit the orphan schools of the State. This is not as easy to do as it is to tell; for there are some 50 of them altogether, scattered all the way from Oregon to Mexico. It is a very serious matter, the nurture and education of the thousands of little orphans left on California's lap by death or whisky or cowardice or misfortune. You who read this little dream of how extensive a matter it is, and of the impression it makes upon your heart and soul to go about and see these helpless little creatures in such great multitudes. They are on our hands and we must reckon with them for life, for a half a century and more. If they grow up ignorant, idle, criminal, how the decent people will have to work and save to pay their bills! Of what vast importance it is that they shall be well raised!

When you study them in their school rooms, they are not different from the children of the public schools. Some have hard faces, that tell of booze, poverty, neglect, in their parents. Some are stolid, some nervous, some thin and abnormal—and some are lovely little angels, every step and movement

natural and graceful, every look and gesture gracious and charming.

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What a Pity

What a pity it is that the people who need a child to raise do not go to these orphan schools now and again, to give themselves a chance to be attracted by some of these little souls that so greatly need a home. What a noble piece of public work it is, to take one of them and make of him a good citizen. In this rich country of ours there are thousands upon thousands of nice people abundantly able to raise a child, who are not doing so. Many of them would do it if they could just get started, if they could only break the ice. Many are withheld by **timidity.** Then there are others who ought to take one of these children but won't. They would rather lavish their time, endearments, caresses upon a Dog or a Cat!

It doth offend me to the soul to see on the streets of our cities richly gowned women, with cold and haughty faces and uplifted noses, driving along with fat, idle Dogs beside them on the seats of the automobiles. Dogs snuggled up to their furs and laces, coddled and caressed and kissed and fondled in nauseous profusion! Heavens! Half the food and money and love thus lavished on these pudgy brutes would raise a human child. Its care and responsibility would make better women of them—happier women, too. And here are swarms of children, hungering for this love and care—little children, big children, dark ones, light ones, thoughtful elves, dancing sprites, roguish tikes, plump cherubs, everything you ever saw or dreamed of.

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A Good Example

These general thoughts were called up by a visit a few days ago to one of the better orphan schools of the State, the Josephinum at the Mission San Jose.

The Mission San Jose is one of the original old missions, established in 1797. It is 18 miles away from the city of San Jose however, and is reached by a drive of two or three miles from Irvington, in Alameda County.

I walked up an avenue, bordered by great olive trees, over 100 years old, and knocked at the big front door. Sister Valeria, in black gown, with face surrounded by snow white

bands, ushered me in and went to call Mother Seraphina, the Superior. It was 10 o'clock a. m. but the first thing the gentle, low-voiced sisters insisted upon was for me to go out and have "a little coffee." So they led me to a little breakfast room and seated me at a little table with exquisite linen, exquisite silver and beautiful china. There was a dish of lovely eggs, a plate of delicate lamb chops, some black pickled olives that shone like ebony, and all the other accessories that go to make up a square meal of high degree. Sister Valeria waited upon me with her own fair hands. The Mother Superior went out and brought in Sister Paula who is in charge of the Normal Department; and after finishing the mid-forenoon meal, we went to look over the class rooms full of children.

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The School Itself

The orphan school is managed by the Sisters of Dominic. There are some fifty of these sisters, and they have over 150 orphan children, besides a normal department, training teachers for orphan schools and boarding schools. These brave women put up a hospitable and a prosperous front. But back of it all there is hard labor and self denial and economy beyond measure. They are doing great work, work that no one else wants to tackle. Here's good fortune to them, and to all the other societies and orders that are struggling to care for California's orphans! They deserve well of the State.

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Away Up in Siskiyou County

The week of September 6, at the invitation of Mrs. Effie Persons Wood, the County Superintendent, I made the trip to Yreka. My route took me up the rich valley of the Sacramento, over a shoulder of Mt. Shasta and down into the plains of the Klamath river. The Klamath, which drains westward through the coast range mountains to the sea, is said to discharge more water than any other river in California.

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The County Seat

The county seat of Siskiyou is Yreka, situated on the Shasta river, which boils out of the lava rocks at the base of Mt. Shasta and flows away to join the Klamath. 'Tis a

queer name—Yreka, said to be a corruption of Ieka, meaning Mt. Shasta. The town is a typical one of the gold-digging days, with streets narrow and crooked, and houses built out to the sidewalks. The massive iron shutters of the argonauts are still in evidence and likewise their hearty whole-souled hospitality and generosity.

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A Handsome County High School

The sessions of the institute were held in the auditorium of the county high school. This county high school is a handsome building, costing $20,000, standing on a gentle eminence out in the edge of the county seat. A modern school house is the best advertisement that a town can have—better than a monument for some prominent citizen or ambitious trustee. This high school is supported by taxing the whole county; so that it needs only a tax of from 5 cents to 10 cents on the $100 per year to support it. This shows the way to do good things with a small tax rate.

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Delightful School Associations

Around this county high school is a beautiful ground, five acres in all, a lovely domain. In front are trees and lawns, while in the rear is a broad and open stretch, free for all the sports and games and races that Siskiyou youth can invent—and free to the sunshine and the air and the breeze. No school in California should have less than five acres. Even a chicken ranch needs that much. Inside are accommodations to offset the limitations of the long rainy winter. Half the basement floor belongs to the girls, and has window seats, and a dressing room, while cushions and musical instruments hung on the walls show the feminine touch. But the boys have their gymnasium, with punching bag and Indian clubs, and a billiard table and a pool table. This seems strange in a public school, doesn't it? But why not? If you need to change your convictions in regard to this thing, go and see for yourself how it works, and how the boys are protected thereby from other influences.

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Industrial Work Developed

It was something of a surprise to find industrial work so strongly developed in this distant high school. The big iron

front gates of the school, massive and cunningly built, were made by the boys of the school. The carpenter work, interior finishing and the furnishings of the basements were done by the students. All the little odds and ends of waste space among the peaks of the third story have been utilized for benches, turning lathes, band saws, drills, and the like. They have plenty of electric power and it is being used in many ways. Things are really going on. The whole place is alive. Young people are really living and gaining real experience. Something is doing. It is no scholastic sepulchre. And the institute itself reflected the spirit of the community and the county. It was helpful and earnest, and I came away with a feeling of much satisfaction.

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School Gardens

Professor Ernest B. Babcock, of the University of California, is making a splendid effort to help along the school garden idea in California. He has just issued a handbook on the subject that is a jewel. It is illustrated by pictures of California school gardens, has lists of plants, addresses of seedsmen, practical directions and everything else that would be useful. It is called Circular 36 and is entitled Suggestions for Garden Work in California Schools. By all means, if you have even a spark of interest in that direction, send to Professor Babcock for a copy of his pamphlet.

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* *

Books by California School People

Jessie R. Hollembeck, a Stockton teacher, has written "The Stockton Schools from Pioneer Days," an interesting historical sketch well worth reading. Frank J. Browne, of the San Francisco schools, has issued "Sir Walter Scott in the Schools." "Ivanhoe and the Lady of the Lake" are treated in a similarly careful and helpful manner by the same author.

Hon. William T. Harris, Philosopher teacher, writer, and for many years United States Commissioner of Education, died November 5, 1909.

THE STUDY OF OUR LOCAL HISTORY

By Rockwell D. Hunt, Ph. D.
University of Southern California

The final object of true education is a faithful and intelligent citizen. The hand must be trained in grasp and dexterity, and the eye to see and accurately perceive. Likewise the mind and the heart must be furnished, so to speak, with proper tools and materials for the manipulation and creation of the common heritage of culture and the enjoyment of the fullness of life.

These materials lie all about us, constituting at once our environment and our rightful heritage. That was a sage remark of good old Doctor Arnold of Rugby when he said: "The harvest gathered in the fields of the Past is to be brought home for the use of the Present." It was this same Doctor Arnold who first taught and emphasized the doctrine that the political history of the world should be read as a single whole. History must be viewed as the record of a related, unified humanity.

But how is one to rise to this noble conception of the unity of history? It will avail little for the layman or beginner to be told, in learned phrase, that "history is the story of the evolution of the social organization"; but even the child will readily comprehend when told the simple story of the founding of the Pueblo of Los Angeles or of the wondrous gold discovery at Coloma, or when shown the difference in the manner of life in a Franciscan Mission, a Puritan Colony, and a Southern Plantation.

To view history as a grand unity becomes possible only after a detailed study of at least certain typical sub-divisions, and of the present and the local as related to the past and the universal. As Carl Ritter once said: "Whoever has wandered through the valleys and woods, and over the hills and mountains of his own state, will be the one capable of following a Herodotus in his wanderings over the globe."

Local history, always closely correlated with local geography, possesses special value as furnishing first horizons or circumferences to the young and expanding intellect. As all knowledge proceeds from the known to the unknown, so the activities and developments of other people in by-gone ages are made real to the learner by process of ever-widening circumferences, the point of departure being the **here** and the **now.** Much history teaching in our schools is sadly lacking

in reality and vitality because the teacher fails to place within the pupil's grasp the indispensable means of rendering concrete and living that which to him is abstract and totally unrelated to his previous store of knowledge.

Permit me then to pass in rapid review some of the chief objects to be aimed at in placing emphasis on the study of local history. It would be easy to amplify each of these by illustrations and further argument,—but it is also unnecessary.

(1) **Worthy Information.** The acquisition of solid information regarding a subject at once important to the community and near to the life of the individual must in itself be deemed an important end of such study. Why should not the children of California be made acquainted with the founding of the first mission or the planting of the first colony within the confines of our own territory as truly as with the first settlement in Virginia or the "Starving Time" in New England? Since no part of our great country has more of real romance or dramatic interest attaching to its history than our own Golden State, there is all the less excuse for the common neglect.

(2) **Spirit of Historical-Mindedness.** Local history is admirably calculated to stimulate this spirit, which helps to give solidity to one's thinking by supplying the necessary perspective. The past is revivified and made to throb with human interest. As Bishop Stubbs once remarked: "The roots of the present lie deep in the past, and nothing is dead to the man who would learn how the present comes to be what it is."

(3) **Interpretation of the Present.** It is only through the development of historical-mindedness that present conditions can be rightly interpreted. He is an unsafe publicist or an unwise agitator that plans his reforms without historical knowledge and in ignorance of historical sequence, however beneficent his intentions may be. Wise reforms in any community must be wrought in the bright light and full knowledge of that community's preceding history. Referring once more to the schools, note the words of Mrs. Sheldon Barnes, who was an ardent advocate of local history study and who did much to advance the cause in Stanford University: ". . . in local history alone can the teacher most nearly bring his pupil face to face with all the sources, and give him the best training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past." Nowhere, it would seem, is historical interpretation

more needed—or indeed more fascinating—than in California where from the days of the Padres transitions have been so swift and wonderful.

(4) **Socialization of Life.** The citizen whose mind has been enriched and whose civic sense has been aroused by an intimate acquaintance with local history will not live an isolated or non-social life. On the other hand he is brought to recognize that he is a sharer in the community's past, and that he in turn must assist in preserving unimpaired the patrimony of the present for the use of the future. As all the ages have been working to form us, so we become the trustees of posterity.

(5) **Interpretation of Universal History.** Herbert B. Adams, my master in historical studies, once used these words: "The most natural entrance to a knowledge of the history of the world is from a local environment through widening circles of interest, until from the rising ground of the present, the broad horizon of the past comes clearly into view." "History like charity begins at home." The larger deductions and generalizations of universal history,—or the history of civilization—are absolutely conditioned upon the inductions made in local history and institutions. Such inductions cannot be disregarded without some sacrifice of real science. At this point mention should be made of the great value to the future historian of the special studies made and preserved through local historical societies and similar agencies. Many of the world's greatest historical masterpieces that have been brought out in recent decades would have been impossible in the absence of rich monographic materials in the form of local and special studies.

It may not seem out of place now to call attention to a few important distinctions to be kept in mind, and to interpose cautions for the consideration of the serious student as well as the general reader.

(1) **Avoid Mere Antiquarianism.** Because this is hoary with age it may be thought to be the very essence of history. Not so: real history is formed from related, important facts of mankind, and while the antiquarian spirit may be akin to the historian's and may be eminently worthy in its place, the two are not identical.

(2) **History is Not Mercenary.** The true historian is a dispassionate seeker after truth. None can doubt that historical societies and kindred organizations should be active in the erection of monuments and tablets commemorating events of importance and persons of distinction. While such

commemoration may have a commercial significance to a community, and while this may be exploited by a Chamber of Commerce, or other advertising or commercial body, the historical society, as such, should sedulously guard its true character and avoid the purely mercenary spirit.

(3) **Local History is Not All.** It would be a serious error to conclude from any discussion of the importance of local history that all history is local history, and thus stop with a few bits of the local or the special. Universal history is not a mere patchwork, polyglot sum-total of unrelated narratives of villages and tribes, or even of peoples and states. It is essential to keep close to the great truth of the larger unity of history. The mastery of a certain field of local history will supply the vantage ground for the conception of universal history, but must not for a moment be accepted as a reasonable or sufficient substitute for it.

(4) **History is a Synthesis.** A just conception of history can only be reached by the synthesis of all phases or aspects. History is biography, as Carlyle states again and again; but it is something more than biography. It contains picturesque narrative; but it is far from being restricted to mere ornament. It traces the development of the social organization; but it must not fail in the recognition of great personalities. The exalted function of the historian—avoiding an acceptance of a part for the whole—is to build these partial concepts into the completed and symmetrical structure. This noble structure is HISTORY, and, in the words of President Charles Kendall Adams, "the study of history is more distinctly the study of humanity than is any other branch of learning."

* * *

This is the gospel of labor—
  Sing it, ye bells of the kirk;
The Lord of love came down from above
  To live with the men who work.
This is the rose He planted,
  Here is the thorn-curst soil;
Heaven is blest with perfect rest,
  But the blessing of earth is toil.

—Henry van Dyke.

SCHOOL LIFE AND LIVING

By J. R. Hanlon

Sequence is the logic of growth; that which stands alone cannot lead up to developments: this going out on the independent line is likely to bring up nowhere. It is in leading up to a definitely preconceived plan that present work has its real significance. An effort receives its meaning as a part of an architectural, predetermined whole. The building is secure only as the entire mass becomes one in the definite purpose and function of each individual part. Things thrown together are not things joined together: it is in masonry that we obtain permanency. Things educationally must be fastened together, or they will soon jostle apart. The different branches of our school work are too much disjointed; they lack articulation, and consequently the frame work stands only through gravity pulling upon each separate and distinct portion, and not in the strength of a muscular tie; only that is calculated to stand, which in falling falls entire; that which can be taken apart piecemeal succumbs to gentle puffs. If our educational system is to become a real system, a genuine plan, every department should be so conducted as to dovetail progressively into every other department. There should exist no hard and fast lines between them: it should become a matter of gradation by easy and successive stages, and not something of abrupt leaps. The end of the grammar school should be the high school, and its work should be in conformity with this idea and things shaped accordingly. Unless the pupil is to quit when he is only half ready, it surely is unwise to foster the inducement. Let the boy believe that there is a logical stop with the ninth grade, and you furnish him the temptation to stop. What we need to do is to keep away those enticements from the young life which allure him from the correct path. Educationally things should move along in an even and unbroken line until an end is reached where it is safe to diverge. It is natural to shift where a break is made: let us be careful that we do not with the boy emphasize the opportunity of becoming sidetracked. The rub is in the start, therefore the danger of a halt: keep the boy moving, or else in the dread of the friction of starting he will be hunting for some easy route; some down grade. This is why so many of our boys and girls stop in their educational career with the grammar school. Here, in our plan, there seems to be a natural break, a breathing spell, and, in the

fear of the steep and abrupt up-grade which follows, the pupil refuses to take the necessary deep-lunged breath, and turns aside.

We should study human nature more carefully in the system: he who has lots of time to ponder is likely to decide to his hurt: it is better far to keep the boy puffing, than in dallying make him the victim of ease. We are all naturally lazy, and it is dangerous to trifle with the tendency; the comfort of too much rest tends to make the bent a permanent way. He who has tasted loafing is likely to become a loafer in the strong appetite for it. Aggitation prevents stagnation; keep things moving, for in the sluggishness due to the stopping we are likely to lack the determination necessary to the starting. Our zeal soon cools, if we shut off the draughts; it takes the steady blast to keep us to the pinch; if we let up, the fire goes out: the strenuous life alone keeps us living. If the child is to be educated, turn on the current so strong that he cannot let go; the quickest thing to drop is that which we should hold fast to longest: an education. How unfortunate that things most essential so often have the least stress laid upon them. Where a lack is vital and without remedy how important that we use every safeguard to prevent the disaster. Instill into the child's mind what he must have, or fail, that he may not be controlled by those things which he can get along without. There is certainly no use of making an attempt in the very teeth of the eternal fitness of things. It never was ordained that he should otherwise than fail who assays without the strength to accomplish. We need a mighty impetus to withstand life's momentum: he who waits certainly is tossed high in the collision. Without the impulse of an education the boy stands in the way with mouth open, to become aroused to the true condition of things in the ditch. How lamentable if that blow which brings us to our senses leaves us forever crippled and deformed. Let the education of the child be so conducted that when the knowledge of life's meaning comes to him he finds himself standing firm upon his feet, and not sprawling upon his back. Our system leaves too much open to experiment. How often the boy becomes wiser in an explosion of dynamite; but the knowledge is to his complete undoing. He should be forewarned and forewarned again where a mistaken move signifies irreparable disaster. It is the duty of our schools to keep forever ablaze the danger signal of unreadiness.

We lay too high a premium upon time. Of what avail to save a year in school, and thereby bequeath to every year

thereafter a limping pace? Are we not paying too dearly for the saving of the high school period, if in consequence we hobble along throughout the rest of our life? Time seems to be of consideration to us even to the extent of forgetfulness of the disgrace of filling it in on all fours. We were made to walk through life in upright manly shape, a satisfaction unto ourselves, a pride of our species. That which costs man his dignity and makes him less a man is purchased at too high a price. If money-making is the whole thing, then time may be measured in dollars; if not, then it might be well to put more of our manhood into our years. If the real man is in what he can make out of himself rather than in what he can get for himself, is it not wisdom to make the best of ourselves? Intellectual acquisition is the only wealth, for it alone can make the real man rich; other riches are simply external, and have no part with us. The only way to fill in time is to fill it in with that which gives it true significance. That life is empty which is not lived in its true worth: the man is what he is, not what he has. We hold the dollar so close to the eye as not to see over it, and yet the real living is beyond it. The child's vision is too apt to end here, and the man in consequence leads a pent-up existence, inhaling never a breath of God's free unadulterated air, with life's horizon drawn about his own little self; selfish, unsympathetic, narrow, and satisfied with little, shapes the course of others in accordance with his own deep groove; a fossil who would fossilize; sees not why others should expand beyond his own narrowness; a clog; a stumbling block; a rock to break our aspirations. How often has he with his cold water doused the fire of the young heart and quenched ambition. Such are they who, narrowed down to a single idea, lead a one-track existence, and think that all should travel by way of their own dinky. We need to become broadened in our notions, so as to comprehend life in its full scope, and not, by dwelling so much upon one phase, eventually come to believe that really there is nothing outside of this single feature. How natural and easy it is for him who is gotten up on a small last to regard himself as full size. Only the broad man can comprehend how much he is lacking of being full grown; the real giant is concerned wherein he is weak; the weakling is boastful of his strength. We are strong only as we are developing; it is not in what we are, but in what we may become that we can hope to realize fully upon life's investment. He is poverty-stricken who hoards his possessions: as we are getting interest on our capital we insure ourselves against

bankruptcy: it is in intellectual income that we escape life's penury. Miserably poor indeed is he who squeezes out an existence; he has wealth forsooth who in his own intellectual domain finds room for his soul. He who lives simply in his bank account shuts himself up within vaults and becomes his own jailor. Let us break away from the thraldom of money-getting, and find true liberty in soul growth. May we expand where expansions broadens the man, and not make it our sole aim to increase that in the increase of which we ourselves are belittled. That man dwindles in proportion as his pile grows, if in the growth he has forgotten himself. If we are true unto ourselves we will ever keep in mind ourselves, nor forget wherein is our true excellence: soul-expansion.

Our proneness as a people is, too great haste. The absorbing desire to bring things to pass plays so great a part in the controlling of our conduct as, through lack of sufficient preparation, to make accomplishment somewhat empty. Our eye is fastened upon the object so intently as to obscure the ruggedness of the path leading to it, and we jump in upon the race bare-foot, though the reaching of the goal demands that our feet be stoutly shod. It is not so much with us how we may get there as the getting there, yet there is indeed much philosophy in the how. The how is the logic of the situation, and he who stops not here before attempting makes chance the main feature in the attempt: we pause not sufficiently long to gird ourselves, and hope, against the likelihood, that we may yet come out ahead. He who hopes simply to succeed is destined to certain failure: we must know that success is the natural fulfillment of what we have; the logical outcome of our preparation. A blind dive into things means that we are eternally covered up beneath: let the weakling beware of the plunge. He who in jumping in has logically no right to know where he is coming out at does not come out; blindness will never lead us into daylight. Let us be sure that the scales have fallen from our eyes before we begin life's roaming; let the boy stay in school until he acquires eyesight, and do not drive him from its sheltering and fostering refuge into the cold, cruel and broad world blinded. Lamentable indeed it is to see the groping about of the young life for something to hold fast to; especially is this sad since this calamity is upon them because a blessing at their very hands has been turned down. Ah, that we might know when the sun is shining that night may not come upon us in the search for daylight. He who is blessed and knows

it not discovers in the future calamity wherein he was fortunate. The boy is surely basking in his school career, and let him stay there until the day has dawned without. Force him to it if necessary in his very spite, that in the compulsion he may thereafter, in the joy of actual living, bless you in authority asserted. It is far better to be stern with the child in shaping him correctly than in the humoring of a whim allow him to grow up a distortion. If the boy knows not what is for his good that parent commits a crime who allows him to have his say: the say of the child is far too often to his complete undoing; and if thus he be undone, where lies the responsibility of his blasted life? Let us not shirk the issue: where duty is upon us we cannot, and be true unto ourselves, shift the burden upon sentiment. If because of a namby-pamby sympathy we are controlled by tears, then the child's momentary and petty perplexities weave themselves into a net to his endless entanglement. How many of our boys and girls are in the meshes now because of complaints, which in the mother's ear have found so ready a hearing as to drown the voice of sound judgment; because of the indifference of a father who, who, rather than now be troubled slightly himself listens and allows his own to bring upon themselves ceaseless troubles.

How great disasters are occasioned by delinquency. If we lack in strictest duty to our children how irreparable is the calamity. We will surely err unless we reason things out, for where love is strong judgment is inclined to be weak. The eye of action has but a short reach; its vision is within the present and pity governs: its brilliancy shuts out the future, and unless we hood-wink it, we cannot expect to see very far ahead. It is that short-sighted love which, listening to a whim, proves love too strong, for judgment has been unheard. Judgment is of the head, cold, collected and reasoning: love is of the heart, warm, excitable and impulsive. We need to be cool to be ourselves: the warmth of affection makes us too much the one beloved. Let us use cold water if necessary, for it is better to cool the fire of excitable youth than eventually dash the child's hopes.

The stress of life should be laid upon the future, for herein, and herein alone we discover the real significance of living. We are too prone to hedge ourselves within the narrow limits of the moment, and in this circumscribed view of things our vision becomes distorted, for it is intended that he who lives the life shall roam through broad fields. We live too much a door-yard existence; let us get out into the ample domain

of our inheritence. Let us tear down the artificial barriers which we have built about us, that we may discover what nature has bequeathed unto us as our birthright; may we not sell out for a mess of pottage. Wherefore live pent-up, when God has designed for us the Universe? The world is ours; why exist in a back yard? He who draws a circle about himself defines his liberty: lines restrain; true freedom lies in unrestraint. If we would be truly free, we must continually develop, and development knows no boundaries. Let us then live ever with our eye roaming the distance, and not glue ourselves fast to life's dull daily page.

Nothing is too good which conduces best toward making us what we should become. I tell you, this it-will-do business is a bad arrangement where in fact only the very best will suffice. Where anything like a compromise signifies a radical evil undergone the compromising is at too heavy a cost.

The it-will-do principle, when it comes to educational matters, is what is sadly hampering our public school system. The good-enough regime where a deficiency is not radical, or can be readily recovered from is, at least, not dangerous, but the lack becomes a permanent injury and inflicts a lasting weakness, then such an order of things is indeed a serious menace. He who is on the wrong tack and can retrace and thus retrieve has hope, but when in passing the Rubicon we have made a mistake calamity is upon us. Do not burn the bridges until in the strength of the armament we become assured of a victorious campaign beyond a peradventure. Be sure that the die which turns up blank is not the final one cast. Let not our status in life hinge upon a lottery. He who in things educational is governed by a mere perhaps is very likely to find that chance has gone against him; may there be no chance where the issue is so momentous. Provide amply, if a scarcity makes success in living a mere toss-up. Be not niggardly with the child when his full growth, to be assured, needs a most generous supply. Nothing is too good for the boy or the girl, if less substracts from manhood or from womanhood. Money should not count when the saving of the paltry dollar signifies the impoverishment of that which is beyond the measurement of untold dollars to compute. What signifies the petty addition of a few pennies to our tax, if thereby we purchase for our own a heritage greater than all our wealth. Endow the child with an education and keep your houses and your lands, for he has that which makes him independent: he needs nothing more who has that which cuts the upward way, gives strength to climb and brings him to the summit.

A POLYTECHNIC BREEZE

By Thomas P. Brown

Of the State Office

Woodcraft tells the hunter to moisten a finger and hold it aloft if he would learn which way the wind is blowing. And of what use is it to know which way the wind is blowing? If one has ever hunted deer he knows that if he doesn't approach the deer to the windward he won't eat venison that night. Now this does not purport to be material for more nature study for obviously one cannot afford to teach hunting deer in the school room. Leave that to Bwana Tumbo or the Shade of Nimrod.

Now the wind is blowing educationally. It blew somewhat during the recent Yosemite convention of school superintendents; it blew the smoke of the forest fire up the valley and it blew the talk about smoke away. But it didn't blow a certain very important resolution away from the attention and successful consideration of the conventioneers. Said resolution was the one urging the California legislature to enact adequate legislation to insure special state aid for high schools that have polytechnic or industrial or practical branches of education. This resolution was introduced by Superintendent Hugh J. Baldwin of San Diego, was put by Superintendent Hyatt and was adopted unanimously by the school men and women.

No gale was raised about this; but, barring the immediate necessity of adopting a resolution supporting the N. E. A. committee and pledging 7,000 memberships to the San Francisco 1910 meeting, it would seem from evidence to be hereinafter introduced, that this resolution advocating such a progressive step toward helping the high schools toward industrial education, was the most saliently important single act of the convention.

At any rate, in support of this editorial statement, it "got into the newspapers." So did some other happenings, but this resolution and the endorsement of the convention, not only was given generous space, but it invariably drew favorable comment. And in support of this particular premise, we would say that one can just about tell how the wind is blowing politically, educationally, or otherwise, by reading the newspapers. Newpapers nowadays print the news. News to the city editor's notion is that which the people will read. And people read that in which they are most interested.

There were in California on January 1, 1909, 148 dailies, 466 weeklies, and thirty-one semi and tri-weeklies. Add to this 108 monthly and other publications and one can recognize that the California contingent of the "fourth estate" is not a negligible quantity. That the action of the convention in adopting this resolution should run the gauntlet of the opinions of the innumerable company of managing editors, news editors, city editors, exchange editors, and owners of these papers without being roasted ought to count some toward the general proposition of this contribution to the Western Journal of Education, namely:

That the people of this state want more of that golden practical education, we won't argue over the name, although it is known in some of its phases at least as polytechnic, commercial, industrial, trade, manual, agricultural education and domestic science. And in getting it there will be quite a few parents who will not worry that his boy or the girl will not have to learn the article "the" in three numbers and three genders.

Here then is the evidence in support of the foregoing, and we submit, to a candid world after the manner of the fifty odd signers, the following clippings which have been taken from a few of the newspapers that have come our way:

Eureka (Humboldt County) Standard

"At the meeting of the superintendents of the county and city schools of the State held recently in the Yosemite a resolution was adopted advocating aid by the State of California for polytechnic high schools. Why not? These schools are peculiarly adapted to the needs of the poorer classes. Hundreds who cannot hope to attend the universities, for various reasons, can nevertheless avail themselves of the courses offered in the polytechnic schools. And these courses have the additional merit of being eminently 'practical.' They afford an education along lines tending to make useful citizens by imparting information that will be directly available in the vocations afterwards taken up by the pupils. Some one has called them the 'poor boys' college.' They certainly ought not to be allowed to starve. If they are a good thing for the people, then make them as good as it is possible to do. Either this, or abolish them altogether."

San Luis Obispo (San Luis Obispo County) Tribune

"San Luis Obispo will be interested in one recommendation made by the superintendents at Yosemite. It was to the

effect that the polytechnic and practical features of education be better supported in California. This sounds good, especially when we realize that San Luis Obispo County led the way for adopting this part of our State's school system."

Alameda (Alameda County) Times

"The Yosemite convention adopted a strong resolution calling upon the legislature of the State aid for polytechnic schools. These schools are now local charges, and the original equipment is rather expensive, so a great many communities have refrained from putting in polytechnic work. It is hoped that with State aid most of the high schools in the State will be placed in a position to introduce these courses." (From interview with Supt. Will C. Wood).

San Bernardino (San Bernardino County) Sun

"Headline—'Of Course' State educators in the Yosemite have declared for special State aid for Polytechnic High Schools. Perfectly proper. They ought to have special State aid. The State is pouring its millions into the University at Berkeley, against which we have no protest. But it ought to give special aid to the Polytechnic High Schools, none of whom or at least very few of whom will ever attend the university. In a much wider sense than it is true of the ordinary high school will it be true that the polytechnic high will be the 'poor boys' college'—the only one he will enjoy the benefits of. Which is abundant reason that ample State aid shall be given, to the end that it shall be made broadly educational as well as intensely practical."

Redlands (San Bernardino County) Review

"May Help For a Polytechnic" (Headline). "Local educators are interested in the resolution adopted recently at the convention of State and County Superintendents in session in the Yosemite Valley urging the State legislature to give special aid to high schools of the State having polytechnic courses.

"It is said that there is considerable interest being manifested among the educators for more attention to practical studies in high schools of the State. The resolution declares that the polytechnic feature of education has long since passed the experimental stage.

"There has been considerable discussion pro and con towards the establishment of a polytechnic high school in Red-

lands or at least toward the introduction of a polytechnic course. The majority of the teachers are favorable to such a plan and it also meets with favor throughout the district among the patrons and pupils. At present polytechnic high schools are not given State aid and are maintained by the districts, where they are located."

"In the 'Review's' news columns this morning is told of the passage of a resolution by the assembled educators at the Yosémite convention which may be the entering wedge to bring about State aid for polytechnic schools or of polytechnic courses in establishing high schools. That makes us all sit up and take notice. The teachers are on the right track."

Alameda (Alameda County) Argus

"The two most important things discussed at the Yosemite convention of superintendents of schools were medical supervision in schools and technical education. The convention adopted a resolution calling upon the legislature to provide State aid for polytechnic schools. These schools are now local charges and the original equipment is rather expensive so that a great many communities have refrained from putting in polytechnic work. It is hoped by the educators that with State aid most of the high schools in the State will be placed in a position to introduce these courses."

Pasadena (Los Angeles County) News

"May Mean Poly High For City; If State Gives Heed to Proposal" (Headlines). "Local educators are interested in the resolution adopted yesterday at the convention of school superintendents now in session in the Yosemite Valley, urging the legislature to give special aid in high schools of the State having polytechnic courses.

"There has been considerable discussion pro and con toward the establishment of a polytechnic high school in Pasadena. The majority of the teachers are favorable to such a plan and it also meets with favor among the patrons and pupils.

"If State aid is given to the schools it is thought that Pasadena will surely secure a good appropriation towards the maintenance of a polytechnic high school. Professor Hamilton has long been interested in the polytechnic high school plan and has expressed himself on several occasions as favoring the establishment of a polytechnic high school in this city as soon as possible."

Editorial: "The school superintendents of the State are asking the legislature to give special aid to high schools that have polytechnical courses. Since these are admitted to be the most useful any assistance will be well applied."

Redlands (San Bernardino County) Facts

"State Aid for Polytechnics" (Head line). "Through the agitation given the subject at the meeting of the school superintendents at the Yosemite Valley meeting, there is some likelihood of the State coming to the aid of polytechnic high schools for which there is a great demand among the people. There has been some effort to get the Redlands High School in line with the polytechnic work, although there is some strong opposition among those who hold more closely to the form of education which keeps close to the classics.

"The demand for the polytechnic comes largely from those who realize that the high school is also the 'college and the university' for the majority of the young people attending; and they hold that it is the duty of the State to give this majority all the advantages proper and possible. They maintain that the high school should not be conducted simply as a preparatory school for those who will take a college or university course, but that it is largely resolved into just such an institution in most communities. They expect that the polytechnic high school, or the introduction of polytechnic training into the regular curriculum will prove the necessary training for those who will end their school days with the completion of the high school course."

Pasadena (Los Angeles County) Star

"High School May Get State Help; Superintendents' Convention Acts; Pasadena Would Derive Benefit.—Pasadenans are much interested in the action of the convention of State and County School Superintendents now in session in the Yosemite. This convention has prepared a resolution asking the legislature to make provision for giving State aid to high schools that have polytechnic courses in their curriculum.

"Superintendent A. L. Hamilton is Pasadena's delegate to this convention and it is being hoped that he is giving the proposed measure hearty support. Pasadena will have a new high school in a short time and it is probable that it will be a polytechnic high school. Accordingly this city would benefit if the State could be induced to help support the new high school.

Santa Monica (Los Angeles County) Outlook

"Would Help Santa Monica; State Aid For Polytechnic Courses May Be Asked" (Headlines). "A resolution urging the State legislature to give special aid to high schools of the State that have polytechnic courses of study was to be presented to the convention of the State and County School Superintendents today. This would include Santa Monica as this city has for two years had manual training and domestic science courses.

"In preparing the document the committee acted upon the expressed wishes of a majority of the educators attending the conference. It is claimed that there is popular demand for more attention to practical studies in high schools of the State. The resolution declares that the polytechnic feature of education has long since passed the experimental stage."

Berkeley (Alameda County) Reporter

"A resolution urging the State legislature to give special aid to high schools of the State that have polytechnic branches included in the courses they offer will be presented to the convention today. . . . It is claimed that there is a popular demand for more attention to practical studies in high schools of the State."

San Diego (San Diego County) Union

"Superintendent Baldwin proposes to urge the necessity of advocating the necessity of establishing polytechnic schools in various parts of the State. He will advocate a readjustment of the public schools according to the ideas of business men. He says the time has come to teach the child the practical side of life; that which is not in textbooks; teach him how to make a living for himself."

Space was gladly and generously given by the below mentioned papers to the following statement sent out in regard to the work of the convention:

"The polytechnic and practical features of progressive education received considerable impetus in the adoption of a resolution calling upon the State legislature to give special financial aid to all high schools that provide polytechnic branches of education with other courses of study. This was done in the belief that, this phase of education has passed the experimental stage and that it is warranted by the general

demand on the part of business men and the people in general that education proceed along more practical lines."

Petaluma (Sonoma County) Courier.
San Bernardino (San Bernardino County) Index.
Gridley (Butte County) Herald.
Anaheim (Orange County) Gazette.
Berkeley (Alameda County) Courier.
Richmond (Contra Costa County) Terminal.
Fullerton (Orange County) News.
Woodland (Yolo County) Democrat.
Visalia (Tulare County) Delta.
Berkeley (Alameda County) Gazette.
Ventura (Ventura County) Free Press.
Placerville (El Dorado County) Republican.
Madera (Madera County) Tribune.
Willows (Glenn County) Journal.
Kerman (Fresno County) News.
Auburn (Placer County) Republican.
San Luis Obispo (San Luis Obispo County) Tribune.

The following excerpt, taken from an article contributed to the Red Bluff (Tehama County) News, by State Superintendent Hyatt state the issue clearly:

"It seems that the time is near when the public high school system should be utilized in part to this end [agricultural, polytechnic, industrial, agricultural education], without detracting from its influence for general education, and without losing sight of its important function of preparing pupils who can and WILL go to higher institutions of learning. An act providing for special state aid to be given to any high school, city or county or union, that incorporates in its courses of study, one along practical lines, will help this movement greatly. The school superintendents of the State at the Yosemite convention adopted a resolution favoring this. Eventually work will be done in the elementary schools along this line which will help retain those boys and girls who now leave even before the close of the eighth grade. Thus may public school in future serve the entire community."

THE ESSENTIALS OF A READING PRIMER

Here are two propositions which seem to me to be axioms, They may not however appear axiomatic to others. I remember that when I went to school there were several things I always considered axioms which were so hard to prove in school that ever since I have been properly suspicious of any breed of axioms. I therefore submit them for criticism. If they are true they go far to clear the fog of the text question for most, if not indeed all, of the discussion and ponderous opinions the State Board has gravely listened to has been upon the apparent assumption that the readers we are adopting are for the third to the sixth grades exclusively; or upon the greater fallacy that the criteria for judging the upper grades of a series applies with equal force to the first year books. Most of the texts are constructed upon this latter fallacy which perhaps accounts for the accordant lines of discussion.

Are These Axioms? If Not, Why Not?

These seeming axioms are as follows:

1. The most vital, perhaps the only vital books in a series to teach pupils to read, are those used in the first and second grades, and of these the primer and first reader are of predominating importance.

The essential thing is to enable the pupil to make an easy and rapid beginning and without requiring too much struggling effort. After pupils have mastered the vocabulary represented by the primer, first and second readers, it is really a matter of six of one or half a dozen of the other which series we use. Probably no publishing company in these modern days has put forth a seriously defective series for grades above the second. If the pupils have spent their time in the first two years by reading profitably, it matters little what series is chosen for the subsequent grades. But the differences among primers are the differences between daylight and darkness—here is the place for the exercise of the judgment or experience.

2. In selecting primers and first readers we should have in chief consideration the conditions of our rural schools rather than those of our city school systems.

In the rural schools we have teachers with eight grades in one room, teachers in a hurry, with time only in scanty bits for their beginners and no time for systematic instruction. The city receiving class teacher has exclusively beginners;

she has all day with them. She can teach them to read with any text or no text at all; moreover she is provided in practically all cities with abundant supplementary readers and all sorts of devices. The pupils of the rural schools must have for a primer that text which is most self helpful, which requires the least possible assistance and special instruction from the teacher. The pupils of the city schools will not suffer from such a text and this may be supplemented by any and all primers which faith, fad or fancy may direct. But to prescribe a primer for the rural schools which requires special devices, "development" lessons, extensive board drills is simply to delay the progress of these pupils by a year or so. Therefore let us center our attention upon the needs of the rural schools and the city school children will in nowise suffer by having texts by which their progress can be more rapid and substantial with even less effort.

Some Sane Sentiments

Superintendent P. W. Kaufman of Pomona is one of the wisest men to my knowledge upon the subject to teaching children to read. There may be wiser women but I am talking about men. Mr. Kaufman as a schoolman and library trustee both in Ventura and Pomona has had fuller and wider practical experience than most of us in introducing pupils to books and literature. Yet he is not maudlin when he talks about literature and interest and does not hysterically confuse the teaching of reading in the receiving class with the encouragement of literary sentiments in the high school although books are the tools common to the two. Kaufman has this to say:

1. A series of readers should be so graded that children may master the mechanics of reading with the least loss of time and effort.
2. The reading matter must be interesting to the children.
3. It must have an uplift, i. e., awaken thought, create ambition, stimulate a desire to do worthy deeds.

These are the vital things, as I see it. The grading should embrace words which enter into the experiences of child life, the gradual introduction of new words and the repeated use of words.

I am not at all sanguine that a series of books can be written to meet these requirements. The first and second requirements are antagonistic. When the reading matter is arranged logically with reference to difficulties to be mastered, it is done at the expense of interest. And when the reading

matter is selected with especial reference to interest, the mechanical difficulties are unduly "bunched." All we may reasonably require is a due balance between the two, and, unfortunately, teachers do not agree on what this due balance is. My theory is that the first books of a series of readers should be written with special reference to the difficulties to be mastered, and that the others should be judged for their interest and uplift."

An Experienced Teacher's Essentials

Here is some fresh ore for the smelter. Miss E. Louise Smythe of San Rafael has contributed a statment, in plain language, of what she considers the absolute essentials of a good reading primer which are herewith submitted for inquiry, additions, subtractions, criticisms, agreements, disputes, etc. I do not think it is practicable that Miss Smythe could possibly have hit, in this first start, the bull's eye of complete and exact truth. It is true she has had a great deal of experience and highly successful experience as a receiving class teacher and all that. She has written two books, "Stories of Ye Olden Time" and "Reynard the Fox," which as most primary teachers will agree are constructed upon a principle which for some reason enable these books to be read earlier by beginners in reading than any other book ever published. Moreover, Miss Smythe for some years has been at work upon the production of a reading series which when finished really will say the last word to date upon teaching beginners to read. So Miss Smythe is a good one to set the ball rolling. Of this question what she puts down as essentials are in plain black and white and make no call upon pedagogic theory or opinions. They are statements by which a text could be definitely measured:

The primer should be small, containing from 3000 to 3500 words, with a vocabulary of from 85 to 100 words.

At first only one new word to a page, later two words may be used. These words should be dissimilar in form. For instance, **what** and **want** should not be presented as new words in the same lesson.

In listing new words, each new word should be presented as it will appear in the text, or it will not be recognized; that is to say, **Eggs** in the text would not be recognized as the listed word **eggs.** The word should be listed in the two forms if it is to appear in the text in two forms. With words beginning with the following letters a listing of the two forms is unnecessary on account of the similarity of the capital letter

to its corresponding small letter: C,c; I,i; J,j; K,k; O,o; P,p; S,s; U,u; V,v; W,w; Z,z.

When a new word has been listed it should be used several times in that lesson. It should occur again very soon and if a difficult word, should be used frequently until it can be readily recognized by the child. A word like **bicycle** need not be used more than half a dozen times in a book, to be known by the child, while **have** will have to be used fifty times to make as strong a visual impression.

In the vocabulary nearly one-third of the words should be nouns. Taking the noun list as the unit, there should be about two-thirds as many verbs, one-third each of adjectives and pronouns, while a list about three-fourths the length of that of nouns will be required for the necessary auxiliaries, prepositions, and connectives. This will make the proportion of words easy to learn, to the hard ones, about six to one, for while the easy words as a rule, are those that present a picture to the child, many of these miscellaneous words are short or easily learned from the context or their necessary frequent use.

Sentences should be short. Occasionally, toward the latter half of the book sentences containing as many as seven words may be used to break the monotony of short sentences.

There should be no systematic drill in phonics the first five months but phonic ear training should be begun about the second month.

The work of the first four months should be confined to sight words. At the end of that time, blend work may be commenced to advantage. The phonetic work should be carefully graded, using key-words as a basis for increasing the vocabulary. This, however, should not be done systematically until in the second book.

There should be no words discritically marked or with silent letters printed in italics.

The vocabulary of the primer should be within the spoken vocabulary of each English-speaking child.

Miss Smythe has written a good many other things that primers ought to be but some of these things she lists as merely "desirable" and others of them while she regards them as essential are not stated in terms of definite measurement so that we could definitely test books by these standards; for example she says: "The gradation should be thorough and by easy terms." Before we can use a canon of this kind we must have it stated in some systematic form of definite measurements. Perhaps Miss Smythe or some one else will be

able to do this for another issue. Similarly, Miss Smythe says that "the element of interest should be predominant in the lessons," and that the pictures should be good and drawn by one in sympathy with the child mind." But these are not in measurable terms. So for the present I have reserved these classes of criteria in the hope they can be worked over into terminology that will permit practical application. If Miss Smythe hasn't said it all, then add to it; if too much cut out; if not correct, correct it. The latch string of this column hangs on the outside.

I propose a Round Robin to determine the criteria which the reading texts must meet; that this Round Robin be circulated in every county, city and town of the State; that each superintendent or supervising principal submit the matter to his experienced teachers of the several grades concerned and draw up such a body of criteria as for each locality shall seem essential and desirable.

But there are lurking dangers in preparing such criteria. First, the form of their statement may be so general, so indefinite, so indeterminable that they cannot be applied practically to the various texts; secondly, the criteria may be so drawn that the criteria for one book of the series may be offered to apply to others; this is the blunder into which practically all of our readers have fallen, for the criteria they have offered apply to all books of the series whereas it is clear that the essential qualities of a primer are not those of a fourth reader; thirdly, the terms and words used may be such that no one clearly understands them.

Therefore I suggest, not as necessary rules, for many may not care to be governed by any set of rules, but as suggestions, the following:

1. That criteria for the primer, first reader, second reader, third reader, fourth reader or their equivalents be stated separately.

2. That no terms which are mere phrases of pedagogic currency, such as "mental consequence," "mental development," "thought activity," "self activity," etc., be avoided.

3. That all terms which are not such as to offer definite measurement be avoided; for example, do not say that the vocabulary of the primer should be "small," "large," "limited," "diversified," etc., but state just how many words it should contain, how many different words, etc. Do not say it should be "well graded" or that the repetition should be "systematic" but state how many new words should be introduced in a given hundred, how many times each word

should be repeated in each subsequent group of one hundred words. Do not say merely that a book should be "interesting" but define in some way clearly enough for application to specific books just in what way the book should be interesting. Do not say the sentences should be short—tell how many words in the sentence, etc.

4. The criteria for each number of the series should be divided into at least two classes; first, those that are absolutely essential; secondly, those that are "desirable" but not absolutely essential.

5. That so far as possible if not exclusively, these criteria be tested by the practical experience of the teachers, so as further to avoid mere theoretical and visionary notions.

6. As a nucleus of this Round Robin these criteria drawn by Miss Smythe are offered. Add to them, subtract from them, modify or change in any other way.

The suggestion is further made to county superintendents, after a partial and provisional body of these criteria is prepared, that this subject would make excellent material for discussions at the spring institutes and to this end the criteria should be printed, and distributed to the teachers, as far in advance as is possible so that teachers may submit them as far as possible to tests of their personal experience.

The value of developing criteria in this way is two fold:

1. There may be developed a body of texts which will satisfactorily determine the texts we should select.

2. There certainly will be developed by the process itself far clearer, more definite and surer knowledge of teaching reading from one end of the State to the other than we now possess—this is the more important.

When any body of teachers has decided upon the body of criteria kindly forward a copy to Harr Wagner, Editor of the Western Journal, Phelan Building, San Francisco.

Extension of Business

I see large possibilities in the operation of an educational smelter which shall do an exclusive business with the ores of experience. There are many school matters, other than the selection of reading texts which need similar treatment. They tell me, for example, that the primary geography is being used very generally, if not exclusively in the fourth and third grades. Part I of that text deals with physical geography and is set in language and ideas which no considerable number of fourth grade children can read, comprehend, or profitably reflect upon. They must bolt the stuff, dry and un-

chewed, and unwetted by any juices of comprehension. It is easy to point out that the State Board should have never selected such a text with the likelihood that it would be assigned to these grades. It is easier still to complain that its evils might have been largely averted if the State Board, in printing the text, had thrown this physical geography to the end, rather than at the beginning of the geography course. It is always comforting to point out slips in the paternal wisdom of the State Board. Or, it is equally restful labor to reflect that County Boards might have so disposed of this material, by wise manipulations of the courses of study that it could have been thrown into proper place. But the facts are that none of these things were done. The children are paying the fiddler. The facts should be gathered and smeltered and some action by the school body as a whole should call upon the State or County Boards for remedial action.

Something About Grammar and Mr. Heaton

I have never yet heard a good word spoken of our present language and grammar texts. For twenty-five years it has been perfectly obvious to everybody, except possibly pedagogues purblind by pedagogy, that our grammar construction has never yet produced any visible results of practical value, regardless of texts used or methods of teaching employed. I am of course aware that chivalric defenders of the abused subject, like Brother Heaton, tell us that if the subject were "properly" taught, i. e. as Brother Heaton would prescribe, all would be well. But Brother Heaton is now getting on in years and I greatly fear that the secret will die with him. As the situation exists we are not so much in need of a promoter of any more grammatical Utopias as we are in need of a deputy coroner who will drag this decomposing cadaver from our school rooms and bury it in some pedagogic Potter's field. Brother Heaton and some of my good friends in the Chico Woman's Club will probably officiate as mourners.

Then there are those arithmetical puzzles which are still driving our pupils out of the back doors of our schools and have taken the pupils' vacated seats despite repeated declarations of the fact. It is easy to conclude that the world would be better if it were the arithmetical puzzles and not the pupils that were passing through the back door. The Law has appointed officers upon salary and with authority to put incorrigible pupils out the back door. How much better would it be if we had officials upon salary to put incorrigible studies out the back door?

If the cold truth concerning the mental effects of our history teaching could be presented to some Board for the Correction of Evils, the subject would doubtless have its neck seriously twisted. But while there are Boards for the creation of school evils there seems to be no Board which includes in its duties the correction of such evils.

On Agricultural Allegory

But I am not making a category of school evils. I am illustrating a broad vista of them by a few beggarly instances. If we school teachers were farmers and the tares got into our wheat we would pull them out; because our opportunities to eat would depend upon our doing so, and we would do so if we had to work overtime by light. But we are teachers, paid for our time, and our salaries go on if we follow the course of study as laid down, regardless of its profit or injury to pupils. Or if we were rascally grocers guilty of selling sanded sugar and wooden nutmegs, our patrons would doubtless visit their wrongs upon our hides but as "educators" our victims are babes—there is some metaphor about taking bread out of a baby's mouth.

This Means You

All this leads up to a personal question. Who among us will form a working organization to discover the actual facts concerning the shortcomings of our school work and then proceed to take co-operative action to correct evils which are discovered to be universally admitted in unequivocal terms of common sense. There is much business that a well-equipped smelter could do. By gathering, arranging, labeling, discussing, arguing and acting upon these questions, by selecting as questions only those which can be definitely measured by experience, and by avoiding all questions of mere debating club issues, I can see rich possibilities in the extension of the work of the a, b, ab Mining Company into other fields when it has attended to the reading text question. I can see how the process will make school people wiser, keener, surer, and more efficient; I can see how a teachers' journal can really become a thing of use. I can see how a normal school can obtain the essential data upon which to train its teachers and be held so definitely and firmly to the earth of actual experience that its efforts will not float off into the fogs of vain theory.

THE PASSING OF THOMAS J. KIRK

Ex-Superintendent of Public Instruction

Thomas J. Kirk was born in Missouri and died at Alameda, California, October 28, 1909, at the age of 57 of heart disease. He was a graduate of Northern Missouri Normal School and a student at the San Jose Normal School. He was a teacher in the rural schools, eight years, Superintendent of Schools of Fresno County and eight years Superintendent of Public Instruction. The funeral was held in the Unitarian Church of Alameda, Thursday, November 4th, under the auspices of the Masonic Order. Dr. Clarence Reed delivered the funeral sermon. The pall bears were J. W. McClymonds, Superintendent of Schools in Oakland, Professor Dailey of San Jose, Professor Wood of Sacramento, Herbert D. Clark of Alameda, and Messrs. Jones, Cox and Thompson of Fresno.

Hon. Thomas J. Kirk will always have an important place in the records of the public schools of California. As County Superintendent of the large and influential county of Fresno, he left a record of kindly sympathy, careful and capable business management, and high ideals in professional work. During his term of Superintendent of Public Instruction he advocated and was largely instrumental in securing favorable action on the following measures:

1. The Certificate Law of 1901. This was the certification law that President Black of the San Diego State Normal School molded into shape during his administration.
2. The law of Distribution of the School Money.
3. The law on State Aid to High Schools.
4. The Child Labor Law.
5. The Raising of the Tax Rate from Six to Seven Dollars per census child.
6. The Purchase of Copyright Material from Publishers.

These laws have all been a great uplift for the schools of the State. The years of 1899 to 1907, covering the service of Thomas J. Kirk will always remain as an epoch making period in the educational affairs of the State.

A TRIBUTE FROM SUPT. OF PUBLIC INSTRUCTION, EDWARD HYATT

Superintendent Kirk was one of the most kindly, gracious, genial and hospitable souls I ever knew. Peace to his ashes. If I can leave the world possessed of half as many friends as he leaves, how happy I shall be! If I can leave behind as few injuries, as few hearts that have been wantonly wounded, how fortunate I shall feel. Peace to his memory and comfort to his bereaved!

EDWARD HYATT.

A TRIBUTE FROM DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION, JOB WOOD, Jr.

In the passing to rest of Thomas J. Kirk, the State has lost a valued citizen, public education an earnest enthusiastic supporter and his family a kind, indulgent husband and father. Those who knew him best will remember him for his kindly nature and his many acts of charity. His home was always the Mecca of good cheer and kindly hospitality. Few men have made more or warmer friends and few men have had a greater influence in the shaping of the educational policy of a great State.

JOB WOOD, Jr.

RESOLUTIONS ADOPTED BY THE TEACHERS' CLUB OF ALAMEDA COUNTY NOVEMBER 2, 1909

WHEREAS, It has pleased Almighty God to remove from us our fellow teacher and co-worker, Thomas J. Kirk, and

WHEREAS, The loss to the educational body of this State is heavy and hard to endure, and

WHEREAS, We, as members of the Teachers' Club of Alameda County, feel deeply and deplore greatly the loss which we have sustained, and

WHEREAS, We wish publicly to show our appreciation of his effort to elevate the standard of our public school system,

NOW THEREFORE, BE IT RESOLVED: That in the death of our beloved friend and sympathetic co-worker, Thomas J. Kirk, we have suffered a loss which it is hard to estimate; that the State of

California has lost a sincere friend; that our extensive educational field must miss one of its most industrious and intelligent laborers, and that we whom he guided for many years have lost an efficient instructor, a conscientious advisor, and a faithful friend:

AND BE IT FURTHER RESOLVED: That to the family whose peace was so suddenly broken, we extend condolence and sympathy; that we share their sorrow, mingle our tears with theirs, and add our belief in God's goodness, trusting that through the gloom of affliction, the light and life of an assured trust, radiant with the promise of Him whose word can ne'er be broken, will be the pillar of fire under whose guidance the promised land of safety, of rest, and of peace, shall be fully reached:

AND BE IT FURTHER RESOLVED: That at the hour of the funeral services, we, as public school teachers, direct in our class room, the thoughts of our pupils to the office he filled, to his faithful service, and to the work accomplished:

AND BE IT FURTHER RESOLVED: That a copy of these resolutions be sent to the family of the deceased, to the Western Journal of Education, and to the Sierra Educational News.

Adopted by unanimous vote of the Club.

MARY E. NORTON, President.
MARGARET WYTHE, Secretary.

KNOWLEDGE AND CULTURE

By John Henry Cardinal Newman

A great memory, as I have already said, does not make a philosopher, any more than a dictionary can be called a grammar. There are men who embrace in their minds a vast multitude of ideas, but with little sensibility about their real relations toward each other. These may be antiquarians, annalists, naturalists; they may be learned in the law; they may be versed in statistics; they are most useful in their own place; I should shrink from speaking disrespectfully of them; still, there is nothing in such attainments to guarantee the absence of narrowness of mind. If they are nothing more than well-read men, or men of information, they have not what specially deserves the name of culture of mind, or fulfills the type of liberal education.

NINE YEARS OF GROWTH IN CALIFORNIA

By Mark Keppel

The Federal Census of April, 1910, is eagerly awaited by population prophets and rival cities. The school censuses of California taken in 1900 and in 1909 give a fairly accurate line on what the national census of 1910 will show.

The recent action of the State Board of Equalization whereby it raised the assessed valuation of many counties has been the subject of much adverse comment. Perhaps some of the criticism is justifiable, for a county whose assessment is raised 100 per cent in a single year must have been under assessed in preceding years, and should have been dealt with before.

However, a study of school census figures and comparative growths in population will show that the counties which have grown fastest were the ones hardest hit by population.

Wealth and density of population are not synonymous terms, but they are nearly so.

The majority of the people and the bulk of the wealth of California is grouped around San Francisco Bay, and around Los Angeles.

The school census of 1900 gave California 361,153 children between 5 and 17 years of age, while that of 1909 gave 469,431, an increase of 108,278 census children in nine years.

It is a mooted question as to the true ratio of population to census children. The ratio in 1900 was 4.11 plus. Nearly all the population prophets use five or a larger number as a multiplier. Such a practice flatters the pride of a community and tends to government extravagance, but those and all other values attaching to the method are negative or worse.

Probably 4.11 is a fair multiplier. On the basis of the school census using 4.11 as a multiplier, California has gained about 445,000 people in nine years. This gain is about one-half the gain claimed by The California Promotion Committee.

In 1900, the seven leading most populous counties of California as determined by the school census were:

San Francisco	78,554
Los Angeles	47,527
Alameda	31,940
Santa Clara	14,518
Sonoma	9,726
Sacramento	8,816
Fresno	8,649

The leading seven counties as shown by the Federal Census were:

San Francisco	342,782
Los Angeles	170,298
Alameda	130,197
Santa Clara	60,216
Sacramento	45,915
Sonoma	38,480
Fresno	37,862

The Federal Census and the school census agreed except in the cases of Sacramento and Sonoma counties.

The seven leading counties as shown by the school census of 1909 are:

Los Angeles	88,451
San Francisco	88,058
Alameda	50,557
Santa Clara	18,067
Fresno	15,865
San Bernardino	11,148
Sacramento	10,898

If the school census is reliable and 4.11 plus is the true average multiplier, what a chorus of disappointment will greet the Federal Census of 1910.

Thirty-five counties have gained and twenty-three have lost in population in the past 9 years.

The causes for gains as well as those for losses are vitally important.

The Bay Counties make one group where growth has been rapid, Southern California constitutes another, and the San Joaquin Valley another.

The Bay Counties show gains in census children during the present decade as follows:

Alameda	18,617
Contra Costa	2,248
Marin	1,467
San Francisco	9,504
San Mateo	2,638
Sonoma	1,004
Total	39,027

Some may question whether Santa Clara and Sonoma counties should be included in the Bay District. There are arguments of much merit pro and con. Doubtless San Jose has grown because of the drawing power possessed by all larger cities, but San Francisco has been the great magnet even for San Jose.

Commerce spells the secret of growth for the Bay Section.

San Francisco Bay occupies the most desirable position on the western coast of America, and its facilities for handling commerce are unexcelled. The Santa Fe Railway made Richmond and accounts for the great growth of Contra Costa County. The State University has greatly helped Berkeley. The Bay Section was put back at least two years by the San Francisco disaster, and the injury was not confined to San Francisco.

The people of the Bay Section have long been accustomed to consider themselves as California. This attitude of mind has not helped the Bay Country. The idea is founded on ignorance. Ignorance begets prejudice and prejudice begets hatred, and hatred brings disaster.

California is an immense State. It has room for many millions of people and for several great cities. The same Power that blessed San Francisco Bay and the Golden Gate also blessed the whole Pacific Shore. Boston and Philadelphia are not as far apart as are San Francisco and Los Angeles, and the climate, soil, and natural resources back of and around them are not better than those of California, yet Boston and Philadelphia are immense cities and New York sits between them, the metropolis of America and the second city of the earth.

Yes, we need to realize how vast is our State, how extensive are its distances, how rich nature has made it, and how glorious is the promise of its future.

The truth about California is good for every section. Southern California counties show gains in census children during the present decade as follows:

Imperial	1,887
Los Angeles	40,924
Orange	1,691
Riverside	1,811
San Bernardino	4,333
San Diego	2,465
Santa Barbara	725
Ventura	66
Total	53,902

The growth of this section is due to the development of scientific irrigation more than to any other cause. The very dry years from 1895 to 1901 made the development of irrigation a necessity. Judicious advertising and continuing prosperity have also contributed to the growth of the southern group. For 1908 the farms, mines, and manufactures of this section yielded over $100,000,000. The citrus industry alone contributed over $30,000,000 of this amount.

The completion of the Salt Lake Railway and the construction of a great urban and interurban system by Henry E. Huntington and Edward H. Harriman, also did much to bring rapid growth.

In the past nine years more than 60,000 buildings have been erected in Los Angeles, and building throughout the whole section has been proportionately rapid.

Los Angeles City is bringing 30,000 miners' inches of water from Owen's River by means of a 240 mile aqueduct costing $25,000,000. It has annexed Wilmington and San Pedro and has municipal control of the harbor upon which the United States is spending $3,000,000. The people of Southern California mean to build a great artificial harbor and win a share in the commerce of the world. Nature has not been over kind to this sea-port, but the City of Los Angeles will soon have an artificial harbor with plenty of deep water channels and room for 40 miles of wharfage and safe anchorage.

The San Joaquin Valley is the third section which has made a remarkable growth in this decade. The school census shows gains as follows:

Fresno	7,216
Kern	1,651
Kings	913
Madera	105
Merced	953
San Joaquin	1,059
Stanislaus	2,241
Tulare	2,822
Total	18,276

This growth is almost wholly due to the development of irrigation in the San Joaquin Valley.

The San Joaquin Valley has scarcely begun to grow. Its great extent of fertile land lies in huge farms or ranches with a sparse population. It can support 5,000,000 people in ease and prosperity. The tide of immigration has only begun to flow into the valley. It has water to spare for all its needs. The Sierras to the east will water it, light it, and drive its machinery.

The Sacramento Valley has gained as follows:

Butte	1,316
Glenn	65
Sacramento	2,082
Solano	97
Sutter	67
Total	3,627

The Sacramento Valley is as rich naturally as any part of California, but it has not gone forward because it has too much, and too little water. Irrigation is neglected and great injury is wrought by floods. The floods along the Sacramento and the lower reaches of the San Joaquin are due mainly to changes in the mountains wrought by lumbering and in a lesser degree by mining. This section of California has an abundant rainfall, and the Sierras receive a prodigious amount of snow. More deeper and straighter channels are needed in the valley. Denuded mountains must be re-afforested, a comprehensive system of great and numerous storage reservoirs must be established; and a system of great tunnels must be bored to convey at least one-quarter of the surplus water to the eastern side of the range. This last remedy which seems the most difficult and least possible one is really the easiest of all, for the lands of Nevada under irrigation will quickly repay the cost of supplying the water.

These four groups show gains as follows:

Bay Country	39,027
Southern California	53,902
San Joaquin Valley	18,276
Sacramento Valley	3,627
Total	114,832

The net losses in the remainder of California reduces the net gain in the State to 108,278 census children.

The losses are in the mountain counties and the few agricultural counties which have not yet taken up irrigation. The mountain counties have lost mainly because of the use of machinery for mining and not because less mining is being done.

Scientific irrigation and intensive cultivation are the twin brethren of growth and prosperity. These two forces will give the valley of the Sacramento-San Joaquin a tremendous growth in the next decade.

* * *

Hollywood Union High School, organized in May, 1903, has a present enrollment of 340 pupils. This district began its career by bonding itself for $75,000 which it used in buying a five-acre site and erecting a $65,000 building. Last May the district bonded itself for $22,000, and secured 5 acres more land. On October 2nd, the district bonded itself for $100,000 more to build and equip a Polytechnic High School building.

TEACHERS' INSTITUTES

San Luis Obispo

Superintendent Darke has a plan of his own in conducting the institute. He selects one of his teachers to preside at each half day's session, and one for each evening. This gives him plenty of time to look after other matters of importance and gives a chance for each of the presidents to show what he can do. It seems to me that no better plan of conducting an institute can be devised. It is no easy task for the Superintendent to prescribe at all the sessions and look after the many matters of importance coming up both in and out of the sessions. In this institute ten of the teachers had the chance of presiding and of making themselves believe that they were capable of doing such work. And the best part of it was that they made the teachers and the superintendent believe that they did the work well.

The institute was mainly along the lines of methods and of superintending and of governing the schools. One afternoon was devoted to a visit to the California Polytechnic School and one evening was given over to a lecture by Professor Leroy Smith of the Polytechnic School. This was of much interest to teachers many of whom had not seen the workings of this school. The school was in session in all of its departments and the work was very satisfactory. The dairy department made a most excellent showing since it is possible to make that department the real article. The method of freezing ice, ice cream, cooling the butter and milk and the method of separating the cream from the milk and of churning the butter was presented in a most interesting way.

The domestic science department was of especial interest, there being a number of young girls at work in this department cooking and sewing. These young girls showed to advantage the practical side of their work by the fruit they had canned, the jelly they had made and the fine tea that they could make. The iron working department is at a disadvantage in the fact that this cannot be made so practical. The work must be of the nature of practice drill. The boys showed what they can do by models they have made and the models they are making. This work gives the sound of the blacksmith till one feels like reciting the "Village Black Smith" excepting he sees that the smith in place of being a "mighty man" is a lot of interested young men who hope to make things go in the future.

The institute was a busy time for all. But many of the people of the town came in to take part and all seemed interested in the sessions.

Trinity County

Miss Nellie Jordan, County Superintendent of Trinity County, called the institute to meet in the Whitmore Hall at Weaverville on the twelfth of October to continue through the thirteenth and fourteenth. She selected as her assistants Mr. and Mrs. Dane Coolidge of Berkeley and Job Wood Jr. of Sacramento. Mr. H. A. Adrian had been selected but could not be present so Mr. and Mrs. Coolidge came in place. Rev. Hubert Burr of Weaverville gave several very interesting lectures during the week as did Mr. Fred L. Wharf, principal of the high school at Weaverville. The people of the locality took much interest in the sessions and many of them were present at most of the sessions. The people of Trinity County have lately established a County High School. The school opens up with eighteen pupils all in the first year of the course. The principal of the school speaks of the students in the highest manner as to the work they are doing and the interest they are taking. Many of the young men are interested in cross country runs and have done some good work all ready. Most of them are older than the average high school boy and the result is that they have little time to waste. They are working hard and good results will follow. The principal expects much of the young people in the future. Some of these young people will be heard from in future.

One of the most interesting articles that it has been my privilege to hear at an institute was read by Miss Tillie Allison, a graduate of the Blind School at Berkeley. She discussed the education of the blind showing how the work is done and the wonderful training of the sense of touch given the blind. She read the article by using the finger tips and made it most interesting by the excellent manner in which she read it. She told the teachers that the real test for a blind student was to read such an article through twenty thicknesses of a silk handkerchief. The students test each other in this way. Here is an illustration of the training that can be given the five senses if we give the right care.

An hour of most excellent benefit was given in hearing "Concise Opinions on School Affairs" by Judge Barckley, Dr. Fields and others. One lady whose name I have not at hand gave a most interesting paper on this subject. Dr. Fields and

Judge Barckley reviewed the work of the schools as they saw it and compared it with the schools they came up through.

El Dorado County

Superintendent Wilson called his institute to meet in the Sunday school room of the Congregational Church on the nineteenth of October to continue through the twentieth and twenty-first. Miss Effie McFadden of the San Francisco Normal School and Job Wood Jr. of Sacramento were present as assistants. The institute was mainly on the lines of methods and the institute was given the appearance of a school by having classes of children present at nearly every session. It was Superintendent Wilson's thought to show the teachers how the grade work should be presented and to make this work as practical as possible by calling on the teachers for their views of the work presented. The teachers who were teaching were all present and in fact he had three more teachers present than were actually teaching at the time. The institute was very practical and seemingly very helpful to teachers.

Mr. Charles H. Dunton of Placerville, who has been a trustee of the Preston School of Industry for twelve years, was present and presented the method of interesting boys and told of the good work done at that institution. He wished to interest the teachers and the people in general in securing for El Dorado County the California State Trades and Training School for orphan children. Mr. Dunton has shown himself very much in earnest in the work of the Preston School. In this new departure of the State he has thoroughly posted himself on what is being done in this line and what can be done. Such men as Mr. Dunton have done much to aid the State in the work of these schools. A strong resolution was passed offering aid to secure this school. A good location has been selected to present to the State, if that place is selected by those who have the locating and the management of the school.

* * *

GOOD WORK AT THE LASSEN COUNTY INSTITUTE

Unusually good results, educational and social, accrued this year from the three days institute held by County Superintendent W. B. Philliber at Susanville, Lassen County, on October 5, 6, and 7. The program was well arranged, the subjects carefully chosen, and the speakers threw new life into the work as well as new light on the problems of especial

interest to the teachers assembled, some of them having come eighty miles to attend the session. The townspeople assisted those in charge of the institute in welcoming the teachers, and the three evenings were most enjoyably spent. Supt. P. W. Kaufman of Pomona lectured the first evening on "The Boy We Teach." The high school orchestra provided good music and Mr. Sackett sang a solo. On the next evening the ladies of the Rebekkah entertained with a highly pleasing minstrel show, and on Thursday evening the citizens of Susanville gave a dance in honor of the visiting teachers in Emerson Hall.

Superintendent Kaufman, and George L. Sackett, Secretary of the State Text-Book Committee, had been invited by Superintendent Philliber to address the institute, and they covered a good range of the subjects to which the work was devoted. Superintendent Kaufman discussed reading, spelling, discipline, and gave a companion talk to his lecture of the first evening in "The Girl We. Teach." Mr. Sackett gave a lecture based on first-hand knowledge on the "Making of the State Series Text Books," and followed this up with a discussion of California Legislation. As Mr. Sackett is also an assemblyman from Ventura, the information he had to give on this subject was much appreciated by the teachers. He also gave talks on "Modern Patriotism," "Course of Study" and "A Call Worth While."

The institute was attended by nearly 50 teachers. Superintendent Philliber showed by the creditable manner in which the institute was conducted that he has the support of his teachers.

* * *

SAN LUIS OBISPO COUNTY INSTITUTE

Superintendent Darke of San Luis Obispo County held his institute at San Luis Obispo on October 6, 7, and8. About 140 teachers were present, and more than that number of visitors attended.

Professor Job Wood Jr. of the State Office, and Superintendent Mark Keppel of Los Angeles County, were the institute speakers.

Professor Wood discussed Arithmetic, Spelling, Reading and Geography as set topics, and many other things incidentally. His work was of a high order. On Wednesday morning the bulk of the institute gathered at 8:30 a. m. voluntarily to hear him further upon Arithmetic.

Superintendent Keppel discussed "Practical Methods of Organizing a School," "Discipline vs. The Big Stick," and "The Vital Facts in American History," before the general

sessions of the institute; and discussed "Some of the Wonderful Works of Man," and "What is the True Ideal for High Schools" before the High School Section.

Superintendent Keppel gave his lecture, "The Slavery of Ignorance," on Tuesday evening to an audience that crowded the high school auditorium to the limits of its capacity.

Music of delightful and inspiring quality was furnished plentifully by teachers, by school children and by local musicians. Without seeming to make an effort the music committee fairly excelled all expectations.

The San Luis Obispo County Board of Education discovered last summer that they could make more than one Course of Study, because the law demands uniformity only in text books. Thereupon San Luis Obispo City Schools were given a more extensive course than the remainder of the county. This liberty for San Luis Obispo stirred the remainder of the county and a sizzling discussion of Courses of Study enlivened the third day's session. The discussion was guided tactfully by Superintendent Darke, and the institute chose a committee of eleven representative teachers to consider Courses of Study and consult with the County Board.

* * *

ONE ON JOB

Lesson in Etiquette by a Placerville Miss of Tender Years

At the Teacher's Institute on October 21, Job Wood Jr., Deputy Superintendent of Public Instruction, was illustrating his talk to the teachers by drilling a class of children in matters pertaining to health, and the necessity of pure air, pure food and exercise in order to enjoy good health. The instructor asked: "What is the first thing we want upon coming into the world?" The answer was readily given by several of the children, none of whom were over ten years of age, "Air." "Right," said Mr. Wood, "pure air is the first want of humanity in coming into the world; now what is the next thing we want?" Several little hands went up, and the instructor selected Mildred Miller, a demure little Miss of ten summers, to answer. "Clothes," she responded. "No, not clothes," responded the instructor; and then by way of explanation he said, "First we want air, pure air, and next we want food, pure food to eat." "Well," responded the little Miss with a sweet lisp, "I would want my clothes on before eating," and the volley of laughter and hand clapping which followed from the lady teachers clearly put the veteran instructor off his equilibrum for the time being.

Department of School Trustees.

(Under Section 1521 of the Political Code this "Journal" is mailed free to the Clerk of each school district in the State, and the subscription is paid for out of the School Library Fund. The various official departments contain much of special value to the various School Boards.)

The clerk of the Board of Trustees should visit the school and secure the co-operation of the teachers and pupils in improving the school grounds. The planting of trees, the clearing away of the rubbish, the proper sanitation of the outhouse, are important matters and should have careful consideration.

John W. Ritchie has written for the World Book Co. a Primer on Sanitation which trustees should secure for the schools. It is a simple, straightforward presentation on disease germs and how to fight them. It even has a chapter on Hook-worms. The following on public sanitation is worth reprinting:

Public Sanitation

The wild man of the forest lives to a great extent alone, but civilized people cannot be independent of each other. Civilized people therefore have governments. The advantages of having a government are so many, so great that no person of intelligence can fail to understand them. Many persons, however, fall into the habit of complaining about their taxes, and fail to understand that the government is a great partnership into which all the people have entered for the good of all, and that for no other money expended do they get so much in return as for the money paid to the government. We will therefore turn away for a short time from the study of sanitation while we try to get a clearer idea of the advantages that come from having a government —advantages so plain that they have caused every civilized people that has ever existed on the earth to establish a government.

The Advantages of Government

Each person who walks the streets of a city cannot hire a policeman to protect him, and it would not be possible for every family to own a fire engine. Every farmer who wishes to drive over the country cannot afford to build roads and bridges wherever he may wish to go, and only a few families have enough wealth to pay the entire cost of a capable teacher for their children. But if each family will pay but a small

sum into the public treasury, the government can provide police and fire departments, look after the roads, and educate the children of all the people. A government is of advantage to the people who live under it "because at a small cost to each person it gives to its citizens many advantages that they could not have in any other way."

In a city firearms should not be used, and automobiles and wagons should not be driven too rapidly through crowded streets, because if this is done, many accidents are sure to occur. In the country, a farmer should not turn his cattle and horses out on the public road, or they may injure his neighbor's crops. Yet no one person has authority to lay down rules in regard to the way another shall use a gun or drive an automobile or a wagon, and one farmer cannot force another to keep his cattle off the roads. Only a government with authority over all the people can do this, and it is a great advantage to have a government "that can forbid every one's doing those things that are harmful to the welfare of others"; for there have always been and are now in the world many persons who have little regard for the rights of others.

Government a Partnership

From the above you will see that in reality a government is a great partnership. Each partner (citizen) is forbidden to do those things that would be injurious to others, and each partner is required to pay a certain sum of money (his taxes) into the public treasury each year. With this money the government hires done those things that are necessary for the welfare of all. One of the first duties of a government is to guard the health of its people, for as long as a community is greatly afflicted with disease, it cannot make much progress and its people cannot have much happiness.

Exchanging Books in the School Room

Where school books are furnished by the town or State, they are sometimes given out each morning, and it is only by chance that a pupil receives the same book on two successive days. This is not right, for the germs of diphtheria, pneumonia, scarlet fever, and of other dangerous diseases may be spread through a school by the books. Each child should keep the same books throughout the year, and passing books about from one pupil to another should be discouraged. It might be added that writing paper is more sanitary than the slates that are still in use in some places, for slates are often wet with saliva, and the sponges that are used on them are generally reeking with germs.

The Western Journal of Education

Official Journal of the Department of Public Instruction

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EDITORIAL

By Harr Wagner

Pulling Together

Our paragraph last month commenting upon the fact that the secretary of the State Teachers' Association and editor of the Association's journal had been paid to write, for the Macmillan Company, a brief to influence the State Board in the selection of the Baker and Carpenter series of readers, seems to have stirred up comment. Some, apparently, cannot believe it is true and others seem to think it is a matter which should be hushed up. So far as the truth is concerned, the Journal's authority is the agent of the Macmillan Company. The laws is as follows:

Sec. 1870. No officer named in this title, or teacher in any public school held under the provisions of this title, must act as agent for any author, publisher, bookseller, or other person, to introduce any book, apparatus, furniture, or any other article whatever, in the common schools of this State. or any one or more of them, **or directly or indirectly contract for, or receive any gift or reward for so introducing or recommending the same**; and any officer so acting or receiving must be deemed guilty of a misdemeanor, and, on conviction, be punished by fine or imprisonment, and be removed from office.

The Journal has never taken ground against the publishing houses in their legitimate field. We have treated them at

all times fairly. But this is a case in which the principle is distinctly wrong and we do not believe it is a matter to be condoned by the leaders of the educational forces. The enmeshing of Mr. Armstrong illustrates a commercial device which cannot be too strongly condemned. For what was it that the Macmillan Company paid Mr. Armstrong? Certainly not for anything he could write in a brief. The company doubtless has plenty of such briefs in stock, or it has a number of expert editors upon salary to write such material. Mr. Armstrong is no expert upon reading and only a person endowed with Mr. Armstrong's excessive egotism could have been flattered into the notion that after hunting the world over for a competent man to write the brief he had been selected. The sum of $100 was a large sum to pay for such a paper so far as any brief value it represented, but it was a beggarly pittance by which to secure the flattered good will and personal allegiance of the secretary of the State Teachers' Association and the editor of the Association's Journal. That it was a profitable investment for the company the pages of the Sierra News during the past three months, and Mr. Armstrong's social service amply demonstrate.

This is bad business. It is bad because it tends to sanction practices by publishing companies in clear violation of the law; but worse still because it tends to call upon persons feeling friendly to Mr. Armstrong to condone or palliate a system by which publishing companies may distribute money and other favors among schoolmen upon some specious pretext and use them as their lay spokesmen and unpaid agents in more vital issues. This is not a thing to be lightly condoned. It is something to be vigorously condemned by all supporters of clean government, if the principles of civic decency which schoolmen preach to others shall have any application to themselves.

* * *

The committee consisting of Dr. E. C. Moore, E. Morris Cox, W. M. Mackay and C. L. McLane for the affiliation of the various teachers' associations proposes that the members of the different organizations shall delegate to a central body known as the California Council of Education, the following unlimited powers:

1. This council shall be a permanent committee on legislation to represent the educational interests of the members of the associations.

2. It shall have authority to establish and support an official means of communication with the members of the associations.

3. It shall have power to deliberate on educational questions, policies and reforms, and to make recommendations regarding the same.

4. It shall have power to take action upon all questions referred to it by the associations.

5. It shall have power to choose its own officials and define their duties.

* * *

President Benjamin Ide Wheeler in his address in Berlin discussed "Public Opinion as the Source of Power in the United States."

* * *

The next great educational movement will be along the lines of simplifying school programs. Simplification of Courses of Study is the order of the day.

* * *

"The Confessions of a Successful Teacher" in the November "World's Work" is one of the most brilliant pessimistic articles that has appeared for some time. It is evidently written by a Californian.

* * *

The announcements of the meetings of the S. C. T. A. and the C. T. A. appear in this issue. The meetings will offer to the teachers of California a great opportunity for hearing men who have educational messages that are worth while.

* * *

There is to be a movement organized for the purpose of advancing women in the profession of teaching. The women have depended almost entirely on men to advance their interests. The men as a rule have been fair. There are those, however, in the profession who insist that only men should be chosen for city superintendents or principalships. The women teachers of California are entitled without regard to sex to any position where their knowledge and experience peculiarly fits them. Their field of experience should not be limited.

* * *

"A History of the Public Schools of Stockton, Cal.," by Jessie Ryan Hollembeck, is a unique and interesting publication. The part "Education Under the Spanish Regime" is of rare historical value. The entire work is of great interest because Stockton schools under the leadership of James A. Barr, have been an important factor in the educational history of the West.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909, in San Francisco. E. M. Cox, San Rafael, Pres., L. E. Armstrong, Alameda, Secy.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association, Redding; G. W. Moore, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shepherd. Secretary, Winona, Minn.

NOTES.

The Kern County Institute will be held November 22nd. Job Wood Jr., Geo. L. Sackett, E. Morris Cox and Lee Emerson Bassett will be among the instructors.

* * *

C. A. Davis, the principal of the Mill Valley School, has a schedule that outlines his work each day. The teacher, parent or trustee can tell from the schedule where the principal is working any hour of the day.

* * *

Supt. C. J. Walker of Tulare has called a meeting of all the high school boards in the county for the purpose of forming a high school organization.

* * *

Miss Ednah Rich, in her address to the institute of Monterey County, advocated that at least one bench for manual arts should be in every school. She also made a fine exhibit of work done at the Santa Barbara Schools.

* * *

Fresno's organization of high school boys of the freshman class known as the "Observation Club" is perhaps one of the most unique of its sort in California. The club is formed and conducted along the same lines as a municipal government, having its own officers with duties to perform similar to those of the officials elected by the city to serve in their various capacities. The organization not only has a mayor of its own, but has a set of eight trustees, a clerk, a treasurer, a board of police and fire commissioners, a board of education and a street superintendent with two assistants. The last three named officials constitute the observation committee. It is the duty of this committee to find locations about town that may be overgrown with unsightly weeds or other obstructions objectionable to the eye and report the same to the mayor and this to the general body, who then take steps to have one of the working squads with shovels and other implements clean the neglected premises.

* * *

City Architect Loring P. Rixford of San Francisco has completed plans for the new Polytechnic High School. The building will be erected in the block bounded by First avenue, Frederick, Willard and Carl streets. The Polytechnic School really consists of a group of

three buildings, the main structure being three stories high and flanked on either end by 2-story buildings.

* * *

Superintendent Lindsay of Fresno County ordered all the schools to have the flag at half-mast on November 5th, as a token of respect to the late Thomas J. Kirk.

* * *

Superintendent Thornbury of Eureka is making strong arguments for the establishment of a Polytechnic School at Eureka.

* * *

A. H. Chamberlain, formerly dean of Throop Polytechnic, has been employed to plan a new high school for Pasadena, incorporating polytechnic and domestic science features.

* * *

RESOLUTION ON HUMANE EDUCATION

A Resolution Passed Providing for the Compiling of a System of Instruction to be Used at Teachers' Institues

Whereas, The law of the State of California requires teachers of public schools to instruct children in humane education, and

Whereas, Superintendents of schools of the various counties of our State must hold at least one Teachers' Institute for the purpose of giving instruction to teachers, so as to better fit said teachers for their great mission, and

Whereas, Each superintendent of schools has at his command three hundred dollars annually to defray the expenses of each institute, and

Whereas, The State Humane Association of California is highly and vitally interested in the preparation of teachers of the State to teach humane education scientifically and thoroughly, therefore be it

Resolved, That the Executive Committee of this Association be requested to communicate with the different school superintendents of the State for the purpose of organizing a system of instruction along this line to be used annually at such institutes. .

* * *

W. F. Ringnalda, who for many years conducted a very successful normal school in Merced County, has opened a school at 237 Oak street. Professor Ringnalda holds the record of having prepared hundreds of pupils for teachers' examinations. His success as a teacher is due to his ability to impart the essential information of a text book. Professor Ringnalda is a great linguist, a fine scholar, and a teacher who gets results.

A VALUABLE ADDITION TO SCHOOL TEXT BOOKS

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LOS ANGELES COUNTY SCHOOL NOTES

Since July 1, 1909, Los Angeles City School District has absorbed Cahuenga, Colegrove, Dominguez, Lincoln, San Pedro City, and Wilmington City School Districts either by consolidation or by annexation. The absorbed districts had 2,170 census children, and employed seven high and fifty common school teachers.

* * *

Pomona College, located at Claremont, is co-operating in the work, and abandoned its ninth year academy course this year and will abandon its tenth year next year, and will close the academy the following year.

* * *

Burbank Union, Covina Union, and Glendale Union High Schools, each have recently taken possession of their new and up-to-date brick buildings.

* * *

Irwindale is the name of the youngest school district in Los Angeles County. It was organized October 18th, and was carved from six other common school districts and three high school districts. Its territory is a part of the estate of E. J. (Lucky) Baldwin.

* * *

Claremont City is operating a ninth year post-graduate grammar school course. Next year the plan is to operate with a ninth and a tenth year class, and to organize a full fledged high school the following year.

* * *

Montebello High School District, organized in February, 1909, voted a $35,000 bond issue which sold for $38,000. The district purchased a five-acre site and is now erecting a $25,000 house.

* * *

Huntington Park Union High School, organized in May, 1909, voted a $60,000 bond issue, purchased a five-acre site, levied a building tax of $10,000 and is now erecting a plant for polytechnic work.

* * *

Dr. Grant Karr, Superintendent of San Pedro City Schools, succeeds to the vacant Assistant City Superintendency in Los Angeles City.

* * *

All legal opposition to the $480,000 high school, and $240,000 common school bond issues of the Los Angeles schools has faded away and the bonds were sold on October 11th.

THE PLACE TO SPEND THANKSGIVING

Mrs. Percy Johnson of the Montara Inn has sent to San Diego County for a bunch of fine turkeys for Thanksgiving, and has made a special rate of $2.00 for room and board per day during the Thanksgiving season. There will be a fancy dress ball in the evening. The Ocean Shore trains leaves Twelfth and Mission street at 5:40 p. m. for Montara. Round trip $1.00.

The Los Angeles Examiner under the leadership of J. A. Graves, a splendid business man of this county, secured popular subscriptions amounting to $814,000 for the bond issue of $720,000.

* * *

Under the Thompson High School Law, Los Angeles County levied for $20,000 upon its non-high school territory to pay the tuition of high school pupils from such territory. The rate is 6 cents per one hundred dollars.

* * *

The Los Angeles City Board of Education will rush new school buildings with all possible speed.

* * *

A new manual training high school site of ten acres has already been secured at a cost of $40,000.

* * *

Principal John H. Francis is slowly recovering from a dangerous surgical operation performed on October 15th. Professor Francis has been an acute sufferer for more than three years, but maintained his marvelous self control and genial good humor to the very last.

* * *

Pasadena City is preparing to build a new high school. It is handling over 1000 pupils in a house built to care for 500.

* * *

Southern California Teachers' Association meets in Los Angeles December 22, 23, 24. Dr. E. C. Moore is President. Dr. Luther H. Gulick and Dr. George H. Vincent will be the principal speakers.

* * *

Los Angeles City, Los Angeles County, Long Beach City, Pasadena City, San Bernardino County, and Orange County will cooperate with S. C. T. A.

* * *

CALIFORNIA TEACHERS' ASSOCIATION MEETING (1909)

By E. Morris Cox, President

The next session of the California Teachers' Association will be held in San Francisco, December 27 to 30. There will be six counties holding their county institutes at the same time as a part of this annual meeting. These counties are San Francisco, San Mateo, Alameda, Contra Costa, Sonoma and Marin. The attendance from other parts of the State will be large. Nearly a thousand teachers from outside of the counties named have already joined the Association for this year.

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The speakers on the main program will be Dr. George Vincent, University of Chicago, Dr. Luther H. Gulick of New York, Dr. David Barrows, Superintendent of Public Education in the Philippines and Luther Burbank of Santa Rosa.

There will be section meetings as usual. The High School General Section will meet on Tuesday and Thursday and the high school subject sections on Wednesday. There will be three half day sessions of the Elementary Section. The English Section this year will represent both high school and grammar school English. The same will be true of the History Section.

On Monday, December 27th, the Council of Education will hold two sessions and the county institutes will hold such meetings as the county superintendents desire. The general sessions of the Association will meet on Tuesday and Thursday afternoons and on Wednesday forenoon.

The School Women's Clubs are planning a reception and banquet on Tuesday evening. The Men's Clubs are also planning meetings. The normal school alumni associations are arranging for reunions. The San Francisco Normal School will give their famous play "Every Girl." Other receptions and excursions are being planned.

* * *

THE NORTHERN CALIFORNIA TEACHERS' ASSOCIATION

The meeting of the N. C. T. A. at Red Bluff under the leadership of President Mackay of Chico was a success. The Red Bluff citizens entertained the visiting teachers, and were wide awake in the desire to make the meeting a success. President Mackay secured a list of notable speakers, including Dr. W. F. Snow, Leroy Anderson, James Ferguson, F. T. Bunker, Allison Ware, Superintendent Hyatt, Dr. Boone, J. L. Gillis, Dr. C. C. Van Liew, Ng. Poon Chew, Mrs. Coolidge, Miss Corlett, Job Wood Jr. and others.

There were six hundred teachers registered at the meeting. This is the largest attendance ever secured at the Northern meeting.

Redding was chosen as the meeting place for 1910. The following officers were elected: President, Professor G. W. Moore, Colusa High School; vice-president, M. F. Reynolds, Redding; recording secretary, Miss Avis Hopkins, Marysville.

Miss Delia Fish and J. D. Sweeney were re-elected to their respective positions as corresponding secretary and treasurer.

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* * *

WEBSTER'S NEW INTERNATIONAL DICTIONARY

W. T. Harris, Editor in Chief

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December, 1909

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THE WESTERN JOURNAL OF EDUCATION

HARR WAGNER, Managing Editor
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Little Talks by the Way

(Under this head Superintendent Hyatt will try to give some account of what he sees and hears and thinks in traveling about officially among the schools of California. It will be somewhat hasty and ill-digested, being jottings on the road. It will deal with personal experiences, and so may look egotistic. It will be subject to frequent change of opinion, and will seem inconsistent. It is done as a free and easy means of communication between the school people of the State and the central school office. If it provokes retort or comment, that will be printed, too, provided that it be brief and interesting.)

Don't Pamper Them

Superintendents shouldn't pamper their institute instructors too much. Instructors are made of the same clay as the teachers, and they don't need any better food or housing. Of course it's all right to show them courtesy, meet them as guests, and all that. But I wouldn't put them off by themselves in the fine room of the swell hotel or establish them in solitary grandeur at the best table of the eating house. It is part of their duty to be agreeable to the teachers, to consult with them about their puzzles, to bring them a breath of outside life. Really, the teachers get more real service from an institute worker in free social contact at the table, in the lobby or on the street than from the formal lectures of the rostrum. The instructor ought to be a good mixer, ought to make friendships and take names for future correspondence, ought to be really anxious to be of genuine service to the county that pays for his work. A cold, correct, dignified and scholarly icicle who bobs up in time to

do his stunt, then disappears from view—he doesn't count. He isn't in it. The superintendent shouldn't give him place or pay him money.

Oh yes, by all means quarter your instructors right among your teachers, pass them about from table to table in the dining room, give them every opportunity to mix freely with your teachers at all times. It is a branch of their duty. That is part of what you pay them for. They don't want to be pampered themselves if they are the right sort.

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Not Always But Sometimes

Sometimes—not always—a three days' institute is a kind of a general fraud. It is not aimed so much at getting the greatest possible benefit for the schools of the county as it is at the personal convenience of the teachers or pupils or parents.

The institute knocks out a week of school anyway you can fix it. In return, the schools have a right to demand an honest week's work in improving their teachers.

Now it is possible to crowd a week's work into three days of solid lectures, day and night, of course. But why? What not? A crowded, congested program fails of real results. It does not penetrate the outer plumage. The minds of the participants are more bent on preparing to get away than on the program itself. It is helter skelter, hurry scurry, bang.

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The Highest Type

The highest type of an institute that I have seen, up to date, is the local institute with a full week's program, thoughtfully planned by the superintendent for the needs of his own county. It is leisurely and easy going. Probably it begins late on Monday so that all the teachers can get to it; and closes early on Friday, so that they can get home again. Probably there is a good deal of section work, in small sections. Probably there is an opportunity for visiting industries, or points of geographic and historic interest. Certainly no instructor is present who has not been heard beforehand by the superintendent, or who at least has not been endorsed for that particular, specific purpose by some one whose judgment the superintendent trusts. The teachers join together to get

acquainted and to put in the week as they would any other week, without distractions or outside hullabaloos to interrupt them. They are not hurried and hustled, and they do not come out at the end tired to death. Perhaps they have only five or six lectures all week. They are refreshed and encouraged and have had a real good time—and have learned all they can hold besides. I am sure it is possible in some such way to plan and carry out an institute that is of great value to the schools and to the children. The agreeable task of doing it I pass along artlessly to the superintendent.

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The Small Section

Many people fail to see what section work or round table work really means. The essence of the thing is its smallness. It must be small enough to banish the demon of formalism, of self restraint. Half a dozen or a dozen teachers can all talk and wear off their stiffness, their timidity, their self distrust in an hour. If we can only break this hard outer crust we shall always find splendid things in any group of teachers—fine expressions, wholesome views, high aspirations, witty reflections, wise counsels.

But when you make a section of twenty, forty, sixty teachers, the thing falls flat. It is not really a round table—it is an institute of itself. It must have a formal chairman, only a few can talk, the rest listen, the pall of formalism settles down, the rank and file draw back into their shells, and there you are, back in the same old rut as deep as ever!

Break it up in small sections, twenty of them if need be. Why not?

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The Last County

A call of the San Benito County Institute completed my circle to every one of the counties of California. San Benito is off the regular route of travel, being on a spur railroad, running southerly from Gilroy, Santa Clara county.

The county is a rich and beautiful agricultural region. The county seat is Hollister, one of the cleanest, handsomest, best looking cities of the State, with well paved streets, beautiful trees and comfortable dwellings. The institute was held in the auditorium. Roll call the first morning showed

only one teacher absent and she was on her way. The session was enlivened by the following list of instructors: Miss Agnes Howe of the San Francisco Normal School, D. R. Jones of the San Francisco Normal School, L. E. Armstrong of the Sierra News, Lee Emerson Bassett of Stanford University, and Leonard Day of the University of California. W. C. Schlein acted as secretary of the institute.

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A Fine Example

The county high school at Hollister is a fine example for the whole State to follow and for other States to admire. Trustees and principals who are intending to build or improve their schools will do well to spend a day in studying the whole organization of the Benito County High School.

The whole plant cost $55,000. The building stands in the edge of town and is surrounded by **ten acres** of level land. The house is new and bright and clean. The floors everywhere are of polished maple. The drinking places are of the artesian pattern. The closets and laboratories are finished with slabs of glass. The big front doors and windows are of French plate glass. Everything about it is just as good as the proudest city school could get for its students. And observe! The tax rate only ranges from 5 to 10 cents on the hundred dollars. Many schools have a rate ten times as large. The principal of the school is J. P. Davis, a graduate of the University of California. He grew up in the county and seems to have made a good record in every way.

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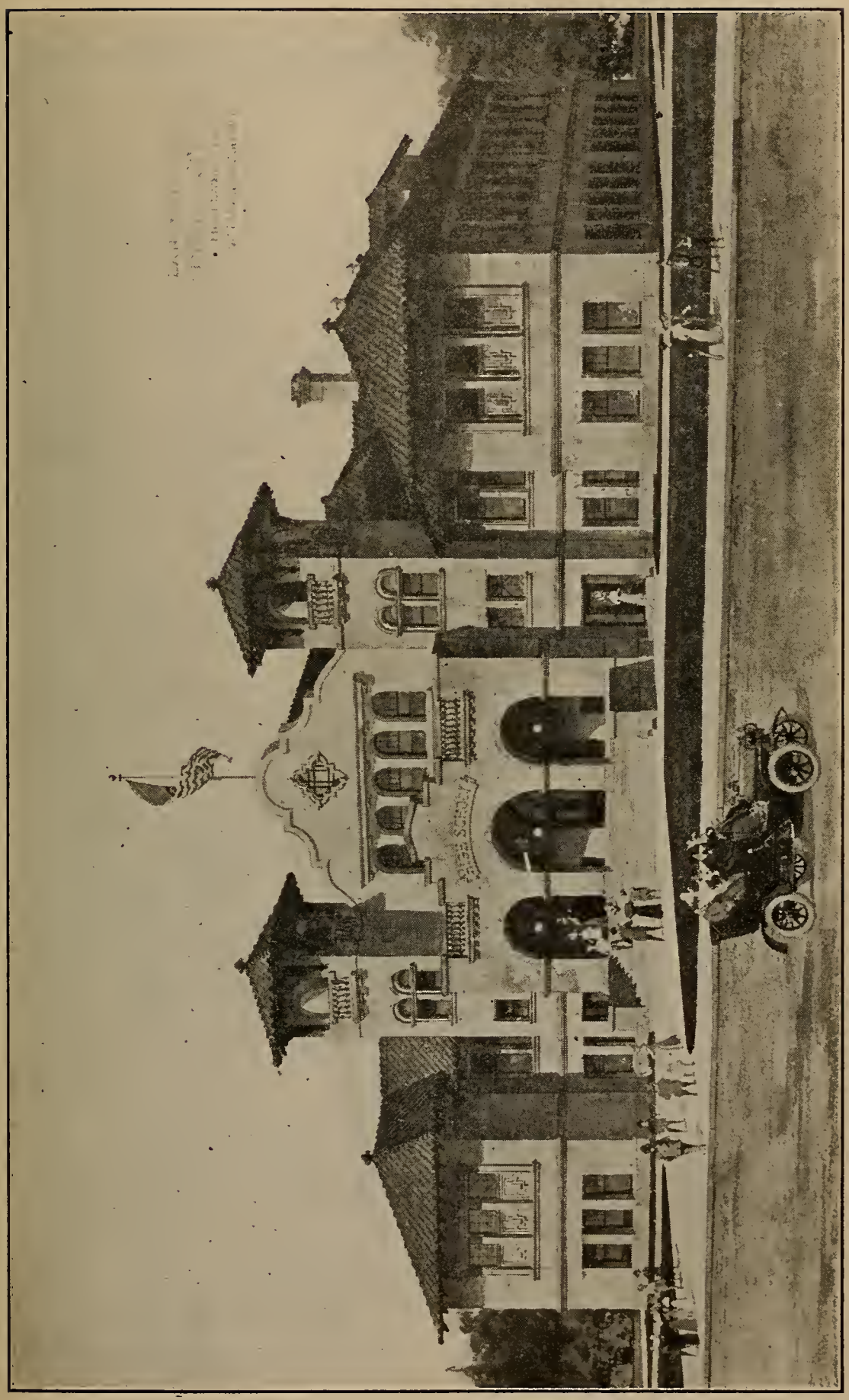
A Veteran Superintendent

John H. Garner is the superintendent of San Benito county. He has been there for sixteen years, and has become the oldest superintendent of the State in term of service, excepting only Superintendent Morgan of Tuolumne county. Mr. Garner is a very quiet, modest man, but his people appreciate him just the same, as is shown by the fact that he is elected term after term without any opposition whatever, being nominated by all three of the political parties. This, too, is a good example for other counties. Changes in superintendents and in teachers mean loss of energy. Garner has been a leading spirit in the building of the county high



COUNTY HIGH SCHOOL AT HOLLISTER. Cost $55,000 and has 10 acres of grounds.

school at Hollister. The county superintendent has a great opportunity for good in places where the county high school plan is followed.

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The School Library

Miss Agnes Howe is certainly a vigorous, pointed and common sense institute talker. She spoke about the school library somewhat as follows:

"Open up the library to your school. For mercy's sake, don't keep the door coldly locked all week and let the children in once a week on Friday afternoon! That's no way to do. Keep the doors open. Introduce the books to your children. Encourage them to use them. When a book wears out, don't fret—use it to light the fire with, and get another one. Don't expect the library and the books to look too bright and clean—that only shows that they aren't used. Open up the library and use it.

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Monterey Institute

Monterey county had its institute during the week beginning October 25. It had a varied corps of instructors, among them, Dr. Boone, Preston W. Search, Miss Rich, F. K. Barthel, E. B. Babcock and Leroy Armstrong. The attendance was good and an excellent week's work was accomplished. Monterey is not a county seat, but Superintendent Stirling believes in passing a good thing around among the chief towns of his county. The institute thereby gets a better appreciation and the teachers know more of their own county. There were several unusual and interesting features to the session.

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Historic Town

In the first place, Monterey is soaked in historic lore and old tradition, so that it is a most interesting place for intelligent people to visit. Part of the sessions were held in the old custom house over which Commodore Sloat first hoisted the American flag. The teachers every day passed the office of the Monterey Cypress, where Robert Louis Stevenson was the man of all work long ago. On a hill stands the monument to Father Junipero Serra, near the spot where he landed. The

Sloat monument is on another hill not far away. There are a score of buildings to visit, each with its stories of the olden times.

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Japanese Ship Came In

The Japanese warship Idzumo steamed into the harbor and lay at anchor for a day or two, greatly to the delight and excitement of the town and institute. Six hundred hardy, healthy, little sailors swarmed on the streets—well behaved, orderly; not one of them drunk, none of them in saloons, none out at night, so far as I saw or heard. A thousand or more of resident Japanese from the surrounding neighborhood came down in holiday garb to greet their countrymen. It gives one a little chill to see how easily, how quickly, a remote town can be overrun by an overwhelming force from an alien race. The local Japanese gave the warship a carload of apples in boxes, and two tons of fresh caught fish. Two tons of herring looks like an awful mess of fish—bins full, baskets full, boxes full. The whole ship smelled of cooking fish.

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Going Aboard

Captain Takeshita invited all the teachers to come aboard and sent the ship's launch to bring them over in style. They all accepted and remained on the ship an hour or so, seeing a hundred new and striking things. They were particularly interested in observing the dents in the smoke stacks and armor plates made by the Russian guns in the battle of the Sea of Japan. The most prized memento is a great 12-inch shell, set up on the main deck as a monument, polished like a mirror and mounted on a handsome wooden pedestal. It was found at the close of the battle in the ship's coal bunkers, where it had failed to explode. No wonder they set it up as a tutelary diety. Asked where it came from, the little captain, with a gesture upward and an inscrutable smile, replied: "From Heaven." The little wife of the Japanese minister came aboard with the teachers, looking like an exquisite wax doll. "Yes," said the captain to the whole group, with a bland wave of the hand, "She's nice girl—what you call cute girl."

The Reception

The usual reception was very unusual. It was held out on the ocean strand, with the white sand for a carpet and a huge fire of stumps and wreckage for light and cheer. Tables and benches stood about, provided with plentiful bread and butter, quartered lemons and coffee. Some of the teachers, led by Principal George Schultzberg of the Monterey schools, were clad in regular cook's caps and aprons, and were busily at work steaming huge caldrons of luscious mussels, fresh from Point Lobos. Everybody had a jolly time. Mr. Beers and Mr. Ginn gave comic recitations amid great applause—they were introduced as an intoxicating pair. There was plenty of fresh air. The great waves broke in foam almost at our feet. The brightly shining moon sailed overhead. It was surely a unique and refreshing reception and it was highly successful.

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Delightful Journey

Going home from Monterey I took the river boat from San Francisco to Sacramento. It was a most delightful experience. The stern wheel steamer left at 5 o'clock in the evening, crossed the bays of San Francisco and San Pablo, threaded its way up the Straits of Carquinez, across Suisun Bay and into the mouth of the river. Ten thousand twinkling lights from the great city and from a score of towns and villages dot the landscape. Illuminated ferry boats, warships, transports, launches and every other craft are moving here and there, back and forth, everywhere. The dancing waves are close at hand, the gloomy mountains far away. It seems like fairy land.

On the boat, I was away from the world, or rather, in a new world. Only strangers were there. No one else could come. No telephone bell could jingle, no telegraph boy approach. It was far from the maddening crowd, as peaceful as a summer dream. And the passage, with a nice stateroom and a splendid dinner thrown in, cost no more than the regular railroad fare. The boat ties up to the wharf in Sacramento at 6 o'clock in the morning. When the passengers are good and ready they get up, make a leisurely toilet in their staterooms and go ashore for breakfast. And no sea-sickness, remember—all as smooth as a kitten licking cream. By all means, when you get a chance, try it yourself.

Words of Wisdom

I was toasting my feet before a hotel fire, with a group of school men the other day. A wise old high school principal was talking about the clothes we wear. He said: "When we begin to get along in years that is the time to spruce up a bit. Then we must pay more attention to our dress, and spend more money on our clothes. We can't afford to look cheap and shabby, in addition to showing the ravages of time.

"Now I think young men, too, unmarried men in the school-teaching business should attend to their clothes with a good deal of care. When I see a teacher wearing a suit too long, trying too hard to save money, showing up with baggy trousers and an occasional grease spot on his front, I sometimes say, 'My friend, you should have an iron, an electric iron if possible, and press out your clothes frequently, press a good wide crease in your trousers. You should have about three suits so that you can always appear freshly neat and not always in the same garb. You ought to have about thirty neckties, so as never to come in a soiled one. It will richly pay you to spend money and take pains in this way. Make yourself attractive to the young people. If you are popular with your students, all your troubles smooth away, everything goes all right. Spruce up."

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Up in Calaveras

Superintendent Frank Wells of Calaveras county called his institute for October 10, 11 and 12 at San Andreas, the county seat. This is one of the fine old placcer mining towns, with all the earmarks—a winding creek through the middle, narrow streets zigzagging about at curious angles and in unexpected places, heavy iron doors and windows on the business houses, sidewalks interrupted by two or three steps every little while. The courthouse stands flush with the sidewalk, with stores against it above and below. The institute was held in the Superior courtroom, a very roomy and comfortable place. Below it was the jail, holding only one prisoner, a hobo of cheerful spirit. Whenever a good point was applauded by the audience, "tunk, tunk, tunk, tunk," would go the cheerful prisoner below, joining in by tapping on the wall of his cell. Sometimes during the lectures subterranean thumps, bumps and scrapings would vary the proceedings—

to the discomfiture of the nervous folks and the amusement of the stolid. By the way, you must pronounce the name of the town as if it were spelled San Andrays. I don't know why, but they all do it.

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Who Were There

There were some seventy teachers present, all there were in the county. Three ex-county superintendents were present, Mr. Waters, Mr. Floyd and Mr. Nuner. The first is still a teacher, the second is the postmaster and the third is county assessor. The instructors were Mrs. James of Stockton and Dr. Boone of Berkeley. Every afternoon a reception with refreshments was tendered the teachers in the rooms of the county high school. This was managed on the first day by the ex-teachers of the town—over twenty of them there are, all women. The second day was in charge of the high school students; the third day, the grammar school pupils. Since the institute passes about from town to town, the county seat appreciates it when it comes.

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No Romance, Hey?

Who is it that says there's no romance in the humdrum profession of school teaching? I submit that there is the ground plan for a first-class novel in the following brief statement of fact:

L. D. McKinley was the principal of the high school at Angels last year and for several years proceeding. He was a University of California graduate and a fine fellow.

The San Andreas high is a dozen miles away from Angels, and of course a bitter rival. At the beginning of the year Miss Gregg, a Stanford graduate and a real nice teacher, comes along and begins work as an assistant in the latter school. Of course McKinley and Gregg are repelled, separated, driven apart by the animosities of the rival high schools and their fiercely warring colleges. But behold!

After an acquaintance of one short month they meet at the teachers institute and paralyze everybody by up and getting spliced! Didn't that beat all?

This year at institute Mr. McKinley answered the roll call, but the ex-Miss Gregg stayed at Angels to feed the chickens and look out for the ranch. Really, it looks as if there

were some grounds for the complaint that the whole thing was simply a put-up job for Angels to get even on San Andreas, by stealing away its teacher in this highly represensible and objectionable manner. I see no chance for legal redress, however.

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A Letter

Dear Sir:—An institute instructor, paid from public funds, uses the time of the institute in advertising a book or periodical of which he is the author or salesman. He distributes to the teachers pledges or order blanks to be taken to their trustees for ordering his book from the school fund. He recommends certain school supplies, and urges their purchase from a certain firm. Is this proceeding proper and legal?

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Its Answer

If the facts are as narrated, it seems to me clearly improper and illegal. All teachers and officials of the publicc schools are prohibited by law from acting in anywise as agents toward their schools. In fact, it is a misdemeanor to do so. An institute instructor certainly should not use his office to promote the sale of anything in which he is pecuniarily interested. Most instructors scrupulously avoid even the shadow of such a thing. Most superintendents won't stand it for a minute. Most local merchants make a loud clamor about it.

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Stockton Institute

San Joaquin county held its institute during Thanksgiving week, the same time chosen by half a dozen other counties this year. It was a fine enthusiastic session, convened in the auditorium of the handsome high school building. This high school, by the way, although situated right in one of the largest cities of the State is surrounded by **eleven acres of grounds**—four city blocks with the streets closed! This is a fine example to other big cities. Instead of getting a cramped location near the business center, the Stockton school authorities went out to the edge of town, on a convenient trolley line, and "got a plenty while they were gitting"—when, presto!—all the surrounding property **increased four times**

in value. A good school building always seems to make an attractive residence section of all the region roundabout.

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Notable Banquet

A salient feature of the Stockton institute was its banquet. This was held at noon—at noon, mind you, not midnight. The session adjourned at 11:30 in the morning and repaired to the high school gymnasium, where bounteous tables were spread for every teacher in the county and all the outside guests besides. Superintendent Barr sat at the head of the table and Superintendent Wright at the foot. The teachers of Stockton acted as the waiters. There were place cards, a menu in French, all beautifully decorated, and a really splendid meal. Mr. Barr was a model toastmaster, the responses were witty and some of them from the home teachers were brilliant. At 1:30 the institute reconvened, so that the whole function from start to finish had needed only two hours.

I cannot speak too highly of its plan and execution. It came at a natural time, when people needed food and when they could enjoy social converse. Next day they were not in a dazed and helpless condition from loss of sleep and midnight gorging on rich and unaccustomed dainties. It was wholly admirable, and had no dyspeptic after effects.

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A THUNDER STORM

Heavy and black along the western hills
  The low clouds hang, their ragged upper edge
  Touching the sun, that sends a golden wedge
Down through the dark; a thunder echo fills
The heated air; the birds sing in soft-trills;
  A wind wave shakes the river's reedy sedge
  And stirs the bushes on the beetling ledge;
Then moaning storm-sobs every movement stills,
The clouds roll o'er the sun: the sturdy trees
  Bend to the fury of the surging blast;
  A fierce red flash shines on the sombre plain;
Then down the slopes, like high, foam-crested seas
  That on some rocky coast beat hard and fast,
  Comes the wild tumult of the rushing rain.

—Thomas Collier.

Figures from the Statistician

(Statistics are live and vital things when we learn how to us them. Mr. Wood is the Statistician of the Department of Public Instruction. He sends out the blanks, documents and official publications, receives the reports of teachers and superintendents, makes estimates and apportionments of school moneys; and then collects and tabulates the facts and figures about all these things. He will try to present each month some points derived from his work that will be of general interest to school people.)

TABLE SHOWING ATTENDANCE IN HIGH SCHOOLS BY COUNTIES AND GAINS AND LOSSES AS COMPARED WITH 1908

By Job Wood, Jr.

Counties	Average Daily Attendance 1909	Gain	Loss
Alameda	3,307	414	
Amador	60	8	
Butte	310	32	
Calaveras	72	38	
Colusa	120	14	
Contra Costa	281	50	
Del Norte	42	13	
El Dorado	89	10	
Fresno	970	152	
Glenn	69		3
Humboldt	399	48	
Imperial	94	66	
Inyo	45	13	
Kern	223	48	
Kings	194	5	
Lake	68	1	
Lassen	49		1
Los Angeles	7,219	784	
Madera	66	2	
Marin	209	75	
Mariposa			
Mendocino	254	24	
Merced	144		12
Modoc	103	12	
Monterey	250	14	
Napa	161	23	
Nevada	221	52	
Orange	685	56	
Placer	168	23	
Plumas			
Riverside	651	77	
Sacramento	529	55	
San Benito	79		3
San Bernardino	858	90	
San Diego	855	172	
San Francisco	2,683	347	
San Joaquin	452	14	
San Luis Obispo	188	14	
San Mateo	167	22	
Santa Barbara	443	24	
Santa Clara	1,490	189	
Santa Cruz	393	31	
Shasta	94		9
Sierra	7	7	
Siskiyou	108	11	
Solano	286		16
Sonoma	612	91	
Stanislaus	245	59	
Sutter	40	1	
Tehama	147	9	
Tulare	529	113	
Tuolumne	59	2	
Ventura	320	25	
Yolo	216	4	
Yuba	135	25	
Totals	27,458	3,359	44
Total Gain			3,315

In making up this table the average daily attendance in joint high schools is counted in the county in which the high school is located as this is the county in which the attendance is counted in making the apportionment.

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ENROLLMENT IN HIGH SCHOOLS

The following table shows the total enrollment in the high schools for the years 1908 and 1909 and the gains for the State:

		1908	1909	Gain
First Year—				
	Boys	7,079	7,329	250
	Girls	7,853	8,191	338
Second Year—				
	Boys	3,383	3,806	423
	Girls	4,820	4,982	162
Third Year—				
	Boys	2,215	2,436	221
	Girls	2,963	3,143	180
Fourth Year—				
	Boys	1,425	1,815	390
	Girls	2,596	2,276	320
Total Enrolled—				
	Boys	14,102	15,386	1,284
	Girls	17,912	18,912	1,000
Grand Total		32,014	34,298	2,284

The gain in the several grades of the high schools is interesting since it is shown that the boys gain 284 more than do the girls. This has not been shown at any time since the enrollment by grades has been kept. There is some reason for this. It is possible that the change in the course of study giving manual training in many of the high schools, agriculture in some of them, and giving credits for commercial work has caused this increase in the number of boys in the high schools. There may be other reasons for this. It will be noticed that there is an increase of boys and girls of over seven per cent for the year. This is a very good showing for the high schools.

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SUPPORT AND EDUCATION OF ORPHAN CHILDREN

Section 22 of Article IV of the Constitution of California gives the authority to the Legislature to make appropriations for the support of orphans, half orphans, and abandoned children in two ways. These children may be cared for in institutions provided for this purpose or they may be cared for by the county in families. In the last named case the parent often cares for the children and receives so much per child each

month. This allowance is given by the Board of Supervisors to the family direct and later is returned by the State. During the year beginning July 1, 1908, and ending June 30, 1909, the counties were reimbursed for the support of 50 foundlings, 2060 half orphans, and 146 whole orphans, at a toal cost to the State of $116,433.77. The large number of half orphans indicates the method of support. A mother is left with several children. This aid from the County often enables her to keep her little family together, to send them to school and to provide a home for herself at the same time. Unfortunately, this is often looked on as charity and the mother often objects to this support. If this is charity, then the whole system of public education is charity. The State is protecting itself and providing good citizens for future work by giving these children support and education. There is little telling the value of a well developed man or woman to the State; there is no estimating the real injury to the State of a criminal who is allowed to grow up and trained in the schools of vice to annoy the people of the State and to call for large expenditures of money for trying him and for caring for him in the State's prisons. For the year closing June 30, 1909, the net cost of supporting the two prisons in this State was $727,408.62, which is $255.85 per prisoner—there being 2843 imprisoned. This cost is in addition to the earnings of the prisons.

Section 2283 of the Political Code appropriates $100 per year for each whole orphan, $75 per year for each half orphan or abandoned child. Each foundling under the age of eighteen months shall receive $12.50 per month till such child is adopted or till it is eighteen months of age.

The following table gives the number of foundlings, the number of whole orphans, the number of abandoned children enrolled in the several orphan asylums in this State. The figures are furnished by the State Board of Examiners.

	Foundlings	Whole Orphans	Abandoned Children	Half Orphans	No. Enrolled not Orphans	Total Amount Received by Each Institution
Albertinum, Ukiah, Sister M. Augusta, Sec.		11	1	55		$ 4,598.86
Armitage, San Mateo, M. I. Tobin, Sec.		11	9	94	73	7,710.99
Bertha Juilly Home, Near San Mateo	27	13		1		2,602.47
Boys and Girls Aid, Pasadena, G. W. Lawyer, Sec.		9		103		6,538.85
Boys and Girls Aid, S. F., W. B. Harrington, Sec.		5	3	19	224	1,175.09
Fred Finch, Dimond, Rev. E. R. Dille, Sec.		20		99	9	6,792.49

	Foundlins	Whole Orphans	Abandoned Children	Half Orphans	No. Enrolled not Orphans	Total Amount Received by Each Institution
Florence Crittenden Home, S. F., Dr. Emily G. Harrison, Sec.....				41	9	1,653.58
Florence Home, Los Angeles, James H. Blanchard, Sec.....		5	3	39	7	2,299.38
Fresno County, Fresno, Sadie P. Clark, Sec.....		7		35	32	2,059.84
Golden Gate, Lytton Springs, C. W. Bourne, Sec.....		7	11	96	56	6,457.12
Grass Valley, Grass Valley, Sister Mary Moroney, Sec.....		19	2	157	20	11,876.40
Good Templars Home, Vallejo, Maud H. Ingram, Sec.....		26		110	9	8,602.86
Home of the Guardian Angel, L. A., Sister M. Joachim, Sec.....		23	3	147	64	10,793.10
Home of Benevolence, San Jose, Mary McCulloch, Sec.....		5		63	6	4,423.13
I. O. O. F. Home, Gilroy, Mary E. Donohoe, Sec.....		8		11	24	1,430.63
Josephinium Mission, San Jose, Sister M. Salesia, Sec.....		23		91	8	7,718.45
Los Angeles Home, L. A. Mrs. C. C. Wright, Sec.....		16		96	21	6,054.87
Los Angeles O. Asylum, L. A., Sister Lenora Gormley, Sec.....		33	2	117	28	11,965.01
Ladies Protection & Relief, S. F., Margaret P. Deering, Sec.....		4	5	47	56	3,718.48
Ladies Relief Soc., Oakland, Annie Minor, Sec., Alden.....	3	12	8	40	54	4,133.29
Maria Kipp, S. F., Annie S. Woodward, Sec.....		7	2	51	26	3,461.48
McKinley, S. F., Rev. E. R. Dille, Sec.....		7	3	34	7	3,518.20
Pajaro Valley, Watsonville, Bro. G. Knepper, Sec.....		38	20	136	74	13,620.48
Pacific Hebrew, S. F., Meyer H. Levy, Sec.....		14		110		8,068.82
Pasadena Chil. Training A., Mrs. A. H. Halsted, Sec.....		2		27	21	1,610.19
Roman Catholic O. A., S. F., Sister J. O'Leary, Sec.....		66	3	232	115	19,791.10
St. Catherines O. Home, Anaheim, Sister M. Gonzaga, Sec.		24	4	90	42	8,651.30
St. Catherines O. H., San Bernardino, Sister M. Genieve, Sec.....		12		49	22	3,686.01
St. Vincent O. A., San Rafael, Bro. Xenophon, Sec.....		115	3	281	158	26,939.35
St. Joseph's Infant Home, S. F., Sisetr Genevose Ryan, Sec.....	56	32	5	178	145	17,486.87
St. Francis Girls' Directory, S. F., Sister Margaret Mines, Sec.....		18	8	34	26	4,592.63
Sac. Protestant O. A., Sac., Mrs. R. V. Irvine, Sec.....		8	5	109		7,499.86
Sac. Children's Home, Sac., Mrs. L. C. Farrar, Sec.....	39	3	1	28	21	4,830.42
S. F. Nursery for Homeless Children, Harriet H. Manning, Sec.....		7	5	33		2,723,97
S. F. Protestant O. A., S. F., Susan R. Spotts, Sec.....		8		134	9	8,410.37
S. F. Presbyterian O., San Anselmo, Mrs. H. W. Taylor, Sec.....		15	6	65		5,774.58
S. F. Foundlings Home, Dr. Emily G. Harrison, Sec.....	37	1		8	12	2,228.09
Santa Cruz O. A., Santa Cruz, Sister Helen McGhan, Sec.....		2	4	49	56	3,494.04
San Diego Chil. Home, Ileen P. White, Sec.....		2	4	8	40	1,317.85
West Oakland Home, Annie S. Wolfe, Sec.....	4	4	1	50	55	2,672.14
St. Vicennts, Santa Barbara, Sister Catherine Morton, Sec....		7	7	53		4,275.31
McKinley's Industrial, Los Angeles, Major Taber, Sec.....		3		23	72	1,649.74
Total.....	166	652	128	3,244	1,601	$270,332.11

Sub. 8 of Sec. 1532 of the Political Code makes it the duty of the Superintendent of Public Instruction to visit all orphan asylums receiving State aid and inquire into the course of study outlined for the instruction of the children. The intention of the Legislature in passing this law evidently was to insure the proper education of the children in these schools. Owing to the fact that Mr. Hyatt was so busy with other matters it became my privilege to visit many of these institutions, and a privilege I considered it. Nearly one month was spent in visiting the institutions north of Santa Barbara. Mrs. Hyatt visited those south.

In giving an account of my visits to the several institutions I would appreciate very much the privilege of speaking of all the good work I saw in each institution but my space is limited so that I can mention but few. In the years gone by most of the institutions dressed the children in a uniform of some kind. This is not done at present in any of the institutions. It seems to have been a badge which the children did not like. Most of the institutions send their children to the public schools near them but the Catholic Orphanages educate their own. Brother Xenophon of St. Vincents near San Rafael who has charge of the largest orphanage in the State says that the sending of the children out to the public schools often brings contagious diseases into the institutions and that the influences of the outside is not the best for the children. Those who send to the public schools contend that this is the most natural method of education and that the children are the better for meeting the outside children and learning something of the outside before they actually have to meet the battles of life. This question cannot be settled as one sees it from one point of view and another another. The important question is that these children have the same advantages in educational matters as the children who have homes and parents to care for them. So far as I could really gather information, the children attending public schools from the orphanages stand higher in their daily and monthly record than do the children from the homes. Each of the church schools was doing good work in one subject or another. Reading and writing and spelling are well done in all these private schools. In some instances the arithmetic work is not so well done as in the public schools. But in most of these schools the children are taking up some form of domestic science or manual training which more than compensates for lack of arithmetic work.

I was much interested to find that not two per cent of the children in the orphanages have been out during the year, that

is out of school, on account of being ill. In several of the public schools I visited I found that nearly thirty-five per cent of the children by actual count had been out at some time on account of illness. In some instances the percentage was greater. This seems strange that children who have good homes, plenty of chance to run and play as they please should be out of school more than these children who are, in some instances, in an institution with little ground on which to play and who are regulated in their play by rules of the institutions. The facts are that the children in the institutions are regular in their habits, eat regular, sleep regular and are not permitted to go to excess in eating or drinking. This shows that every child of reasonable constitution can be kept well if he is protected from all the excesses indulged in by the average child at home. Parents should learn this lesson and see that their children are not permitted to eat all kinds of trash and go to bed at any time they wish. Regular habits will do much to cure the ills of childhood.

The food in these institutions is simple, well cooked, and plentiful. The children do not have as much fruit as they should considering the fact that there is so much fruit going to waste in all parts of California.

This brings up the question of location for orphanages. There ought to be room in the country for all these institutions. The land does not cost so much and in most instances plenty of good water can be had free. Then the children can be useful and can learn much of the farm life. One cannot but compare the institutions in the city with those in the country. In most instances the city institution is much cleaner—it must be or the children would not be healthy. But the open air, the room to play, the interest in the animals, always present in the country, and the cultivation of a love for the trees and for the country life are all dear to the child life. This is illustrated in the farm at St. Vincents at San Rafael where there is 1500 acres of land, 80 cows, a fine dairy, several hundred hens and a good orchard, the product of all of this going to feed the children. Unfortunately many of these children are sent there by courts and the children cannot all be allowed to run out on the farm and play. But many of the children go as a reward for good work or for good behavior. While I was present three or four men came in to see about some plumbing that was being done for the institution. The boys' band was brought out to play for us. I was so astonished at hearing such fine playing from boys so small that I could not believe it possible. I walked around them while

they were playing. Four or five of the boys were not over ten years of age and they did not reach to my waist. And yet that band would attract attention any place. The reward was a trip to the hills with the teacher for the afternoon. Another band in the Pajaro Valley Orphanage gave us a wonderful treat. And this in spite of the fact that the boys in the band drop out about as soon as they are trained.

The Golden Gate Orphanage at Lytton in Sonoma County is maintained by the Salvation Army. The farm and hotel property cost originally about $150,000. The Salvation Army bought it for $40,000 paying $15,000 and giving a mortgage for the balance. Major Bourne and his good wife are in charge. No one could be hampered more than they have been for lack of funds. And yet they have gathered nearly two hundred children from the streets in the large cities, built up a home there, gathered cows, horses, chickens and built a school and taught these children in the best way possible. They have 5,000 laying hens which were bringing in a lot of money last spring. These boys and girls are caring for these hens and are learning a lesson that will give them a good home in the future.

One story I must tell. One of the practical thoughts of the Major is to pay the children for certain work they do. Each one has a small bank the key of which is kept in the Healdsburg Savings Bank. When a child gets some money ahead he takes his little bank to the savings bank and the cashier opens their bank and takes out the money and enters the amount in a small bank book to the credit of the child. There is a large amount of money in this bank to the credit of these children. One of the boys had accumulated $40. He saw a young horse he wanted to buy but the horse was held at $60. He finally persuaded Mrs. Bourne to loan him the money on condition that he would not go in debt till she told him to do so again. He bought the horse, trained him so that he could ride, then trained him to work, and the day I was there the boy had a team consisting of his young horse and one belonging to the Major. He was hauling hay from the country, and had a good load. His task was 60 tons to haul three miles. This boy's ambition is to manage a large farm. What a fine hand some good farmer would have if he could get that boy and treat him properly! What a fine citizen he is to make to do his part of the world's work.

Here is a chance for some good man or woman who has more money than is needed to lift that mortgage and give the Major and his wife and children a chance to show what they

can do. Or better still, could not some one start a "Tag Day" to raise money enough to pay off that mortgage, buy some fruit trees, build some fences so that the farm can have a good vegetable garden? Four of these children drive four miles to Healdsburg High School and they are making a record that they may be proud of both in studies and in real manhood and womanhood. The State is more than getting value received for all it has done for these children. And understand these children get nothing after they are fourteen.

This seems sad, a real reflection on the good sense of the people of California. We pay out $255.85 per man for the support of the criminals in the penitentiary while we give these orphan children but $100 per year till they are fourteen—and then. Well, what would become of them if they were turned out at that age? What does the average parent think his child is capable of doing at fourteen? He will not trust the boy to drive a team or the girl to keep house. And yet these orphan children are to support themselves. Think of it, you who have children fourteen years old.

The orphanages try to get homes for the children or keep them till they can. Last winter the Legislature established a Trade School for Orphan Children. This school is to take these children at the age of fourteen and teach them trades, the girls domestic science, dressmaking, millinery, etc., and the boys farming and trades. This is a very important move and one fraught with much good to the State.

The Boys' and Girls' Aid Society in San Francisco has what is called a hotel annex. This is a real hotel with fine rooms, good bath, nice beds, and a fine little dining room with a man and wife in charge. When a boys reaches the age when he can earn something and can be trusted he is allowed to go into a room here and no longer remains in the orphanage. Here he pays a small sum for his room and breakfast and dinner. As he works down town he gets his lunch out. An account is kept with him and he turns in his money as he earns it. As his wages increase he is charged a little more but never more than he can pay and still have a good balance. The balance is placed to his credit. Some of the boys here are eighteen years old. They feel at home and are treated as boarders. Many of them have their rooms nicely decorated and their clothes pressed and in good shape.

The Armitage at San Mateo is a most interesting institution. One feature of this institution is the summer vacation trip. Tents and teams are provided and the children who are not able to work all go to the coast for a summer outing. The older boys go out to work and earn quite a little.

The home burned about the time of the fire in San Francisco, but a new building has been completed that is up to date in every way. The children were moved into this home about the first of October. This institution is managed by the Episcopal Church. Dr. Chandler who is in charge urges the boys to attend church service but does not compel them to do so. I was much interested the evening that I was there to see so many taking part in the services. At least three-fourths of the boys were present. One of the boys in this institution held the record of the highest percentage secured by any pupil in the examination of the public schools by the County Board of Education.

The real beauty spot which it was my privilege to visit was the Josephinium Orphanage located at Mission San Jose. This is the old Mission built by the fathers many years since. The church is still there and the olive trees that were planted many years ago are a joy forever. The grounds apparently are those of some man of wonderful wealth. Flowers, vegetables, trees everywhere. My visit was on a beautiful day in June when everything seemed in tune. It seems to me that I have never seen children more happy. The Sisters in charge are happy in their work too. They love to show the work they are doing, the olive oil they are making and the gardens they are raising. They have a place in which they feed the tramps and they have the ability to get enough work out of these same tramps to keep a most excellent garden. Quite a number of these children are taking music, learning fine sewing and cooking, too.

In most of the institutions there is a hospital department to which a child is sent the moment any sickness is discovered. This is a very important part of the orphanage as children will have certain diseases and if not cared for they are all down in a very short time. In a few of the institutions ladies have built and donated this hospital department. A most excellent hospital department was seen at the Presbyterian orphanage at San Anselmo, another at the Fred Finch at Dimond in Alameda County and a most excellent one at the Odd Fellows at Gilroy. But all of the institutions have departments in one form or another. The Protestant Orphanage in San Francisco has a plan of employing a teacher to come to the institution in the evening and take up the lessons of the children who are at all backward and help them along. Again there is a manual training department which is taught by a teacher in the afternoon after school hours. The boys are very much pleased with this work. Lack of

room for garden prevents the children doing what they like in this line. One could not but feel sorry for the boys who were trying to produce a good garden in a sand bed. Half the energy expended in the country on a good piece of land would have made those boys feel that they are real farmers. They would love this work. They did well as it is considering all the conditions.

The St. Vincents at Santa Barbara has a training in neatness that seems not to be possible in other institutions. Hard wood floors are found all over the house and on the tables were found hand painted china, a present from wealthy ladies. No breaking of dishes here—but real care, real love for the table.

Perhaps the most richly furnished institution in the State is that of the Odd Fellows, maintained by the Sisters of Rebecca at Gilroy. Only the children of Odd Fellows are taken here. When I was there 39 were enrolled and in most instances each one so far as possible had his own room. An attempt to keep up the family relations was made in placing the children at the same table. Sisters always have the same room, as do brothers. When a girl who has no parent to aid her is found some one of the lodges of the Sisters of Rebecca will furnish her money to go through the Normal School if the girl wants an education. Three or four girls are out teaching who have gone through the school in this way. One of the boys who is now attending the high school guided me to the institution. On the way down he told me that he wanted to attend college, if he could do so. This is a fine chance for some good sisters to aid a worthy boy. He is a bright fellow and anxious to do something in the world.

In this institution as well as in many others there is a real ambition given to the children to be of use in the world, to get out and be some one. But in a few the feeling that these children are poor, and that they must make their living as servants seems to cause those in charge to constantly talk of the children "going out to service." This shows in the actions of the children. In such place there is not the ambition that there is in other institutions. I was particularly pleased with a young girl I met in the McKinley Orphanage in San Francisco. The matron was out in town on some business. This girl could not have been over 17 years of age and yet she did the honors of the occasion with wonderful grace and energy. She is an assistant who was brought up in the Fred Finch Orphanage. There is a fine place in this world for such as she. I guessed from her actions that she

had been trained for this work and that she was getting a good salary. But she told me of her life and of her ambitions. There is little reason why this same ambition cannot be given to most of the boys and girls who are in these institutions. Then the State will have made an investment that will pay 1000 per cent on the original cost. Good people are what is wanted in this glorious State of California, let them be produced in the homes, in the orphanages, in the reform schools and the State will have less expense in trials of criminals, in State's prisons, etc.

In the Pacific Hebrew there is a fine printing office in which the boys who wish get a training in printing. They were printing a lot of wrappers for stores down town. They were doing a fine job and making quite a little at the work. This institution is one among the best in equipment. The ladies meet constantly to make clothing for the children. Some of the orphanages are over run with second hand clothing which is sent in. Barring a few of the institutions in the country where the children must work at dusty tasks, this second hand clothing should not be tolerated. It gives the children a notion that they are sort of cast offs and it prevents proper ambition. Such clothing does not fit and it gives the children a bad appearance. This institution does not use the second hand clothing.

* * *

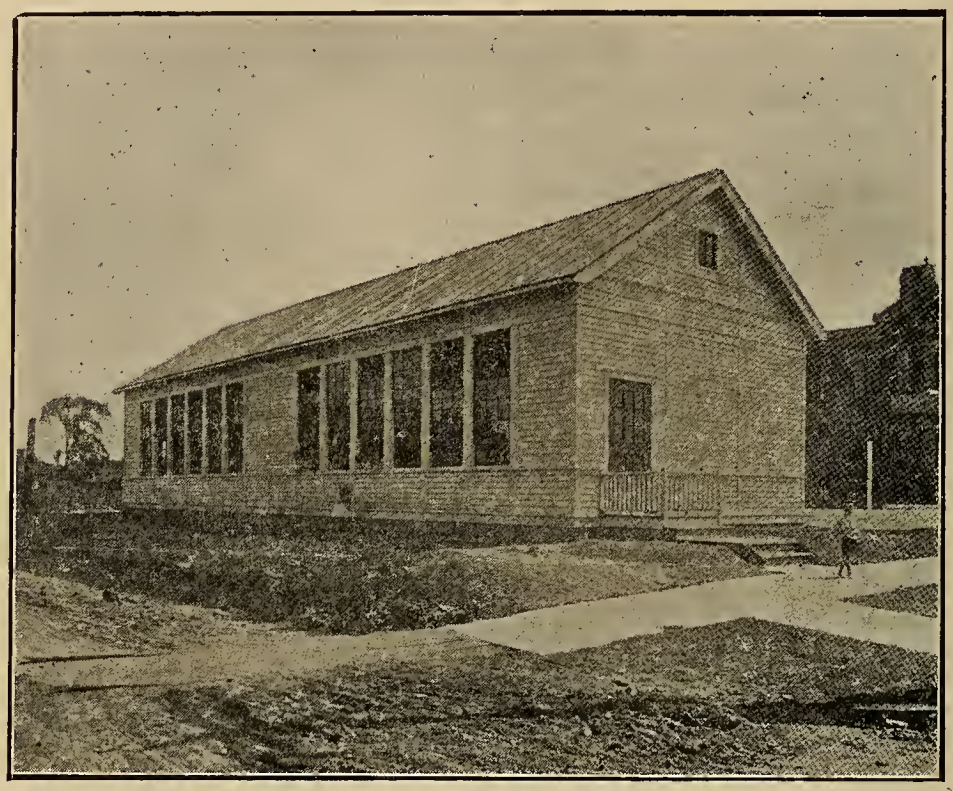
THE GODS

Last night, as one who hears a tragic jest,
I woke from dreams, half-laughing, half in tears;
Methought that I had journeyed to the spheres
And stood upon the Planet of the Blest!
And found thereon a folk who played with zest
Exceeding, and through all their painful years,
Like strong souls struggled on, 'mid hopes and fears;
"Where dwell the gods," they said, "we shall find rest."
The gods? What gods, I thought, are these who so
Inspire their worshippers with faith that flowers
Immortal, and who make them keep aglow
The flames forever on their altar towers?
"Where dwell these gods of yours?" I ask—and lo!
They pointed upward to this earth of ours.

PORTABLE BUILDINGS FOR SCHOOLS

By Clarence S. Pixley

A new use has been found for the portable builings which may be taken apart in sections, moved in a compact wagon load, and set up again, and which adapt themselves so readily to so many different purposes. The Toledo (Ohio) City Board of Education finds them just the thing for the overflow of a crowded city school. A school finds it can not accommodate its pupils—a portable house is hauled alongside, school goes



PORTABLE TWO-ROOM BUILDING USED FOR SCHOOL HOUSE, TOLEDO, OHIO.

on with full attendance, the old school house is added to, and when ready for occupancy, the little portable is hauled away to fulfill its mission in some other congested district. Toledo has found these buildings so well adapted to school purposes, well-lighted, ventilated, etc., that the city is now using no less than fifteen of them.

Why not use this kind of building for the little rural school? It is inexpensive, neat, up-to-date, and would solve many a serious problem confronting school trustees, when the center of population of a district gradually moves away from the vicinity of the school. A new and struggling district might get the building from another district, just lapsed, fifteen miles

away, more or less, and bring it home in a wagon. Then, when it had reached such proportions that it wanted a nice, permanent school house, the little portable could again be transferred to some other new and struggling district, to which it would be a godsend. Yes, there is surely something in the portable for trustees to look into and know about.

* * *

THE REORGANIZATION OF THE SCHOOLS OF BERKELEY—A PLAN

A Report to the Board of Education

By Frank F. Bunker
Superintendent of Schools

Directors—I herewith present to you a report on the re-organization of the School Department of Berkeley:

A Statement of the Situation

This plan for a proposed re-organization of the School Department of Berkeley grows directly out of an urgent need which must be met at an early day by the Board of Education, namely, the need for providing classrooms in sufficient number to meet the prospective growth of the High School.

Despite the fact that during the past three years the people of Berkeley have bonded the city for $270,000 for high school purposes alone, the money having been expended in extending the high school site and in the erection of buildings thereon, it remains that this expenditure has sufficed to satisfy our present needs only, and today, three months after the new buildings have been occupied, we find ourselves at the limit of our capacity, with no room to meet the normal increase in enrollment which we are confident will be a steady and continuous one. Indeed, we are extremely anxious at the beginning of the Spring term to organize some additional classes, but find that we are unable to do so because of a lack of classrooms.

The most obvious plan for meeting this difficulty would be to inaugurate at once a movement directed toward securing another bond issue for the purchase of either an extension of the present high school site, or a separate site in some other part of the city and the erection thereon of additional buildings. However, inasmuch as within four years the city has bonded itself for school purposes to an aggregate of $720,000, it seems to me that at this time the Board of Education should

exhaust every possible alternative for meeting this need before adding further burdens to an already heavily taxed community. It is to obviate the necessity of rebonding the city that I present to you another plan which I believe has the merit of providing at little or no additional outlay on the part of the community, sufficient room for several years to come. In addition to obviating the need for further bonding of the city at this time, I believe the plan can be fully justified on educational grounds, and that not only will the taxpayers be relieved of this extra burden, but in addition thereto the efficiency of the school department as a whole will be very greatly increased.

The Alternative Plan

The plan which I have recommended involves a re-organization and a re-grouping of the several grades of our schools. Stated briefly, it is this: To have three groups of schools, one group (the High Schools proper) comprising the tenth, eleventh and twelfth years only; the second group, which may be called the Introductory High School group, comprising the seventh, eighth and ninth years only; and a third group of schools (the Elementary Schools proper) comprising all children of the first six years. To make it more concrete, the plan proposes, when in full operation, that all the seventh, eighth and ninth grade children of the entire department be assembled at certain schools which shall be organized for work of this character; that the work of the ninth year be no longer done at the High School proper, but at these centers; and that the other schools of the department comprise grades no higher than the sixth grade, the same to be feeders to the centers.

If this plan were to be placed in immediate operation, it would mean that four hundred pupils would be taken from the high school and distributed among the centers, thus leaving a capacity margin in the High School proper sufficient to care for the natural growth of the school for a number of years, and with the completion of the grammar school buildings now in process of erection we will have adequate capacity to care for many more than the four hundred which will be thrown back upon the schools. By means of this plan the many school rooms now being added to the department will be occupied which otherwise will remain standing idle for several years to come, and the entire plant will thereby be kept working to more nearly its full capacity. In short, the plan proposes a redistribution of children among our several

schools, in order to lessen the congestion in the High School proper.

The Educational Significance of the Plan

An examination of this plan will convince one, I think, that the division of the grades into three groups is a much more natural one than the arrangement under which we are now working with a division of the grades into two groups only, one group comprising the eight elementary years and the other group, the four upper years.

Statistics show that the masses are held in school no longer than through the fifth grade, and that at the close of the fifth grade they drop out in very large numbers which means, educationally, that whatever is to be taught to the masses must be given in the first five or six years. By making the break come at the close of the sixth year the tendency will be to hold the children in school at least one year longer.

In the schools comprising this group of the first six years, I would have the course of study uniform for all children and somewhat narrow in its scope. I would see to it that there is emphasized in the work of the first six years those things which the masses must have if they get on at all. I would see to it that whether or not anything else were gotten, that at least the children learn how to read, how to write, how to use their own language, both orally and in written form, how to perform with facility and accuracy the simple operations of arithmetic and of accounting, and I would also see to it that in these first six years that they get somewhat of a sympathetic knowledge of their city, state and national government, and that they also learn the elementary things about sanitation and health conditions which everybody needs to know, not only to protect themselves as individuals, but to protect society as well. I would select from the corps for work in these first six years, teachers who are particularly adapted to handling children of this early age and to inculcating the content which I have just outlined.

In the "Introductory High Schools" there would be congregated the seventh, eighth and ninth years. These years comprise another natural group, inasmuch as children would enter it at the beginning of the period of adolescence, when by nature they naturally crave an opportunity to dip into a wide range of subjects and activities, which is Nature's way of insuring a freedom of choice in determining occupation and somewhat of intelligence in the same. I would have certain prescribed subjects for this group, but in addition thereto

would permit as many electives as possible, thus making it unnecessary, as at present, for every child in the seventh and eighth grades to take exactly the same work as every other child. In contrast to the work of the first six years, I should wish to see the work of this group made exceedingly rich in content and variety, and particularly in human interest. I should hope to see the work of this group relate very closely to life and be as far away as possible from that which is purely academic in education. I should wish much emphasis placed on learning how to study, how to use the library, how to get material from the same with expedition and with judgment. If a child forsees that he wants to take German or Latin in the High School proper, I would wish him to begin these languages when he enters this group and thus have six years of work in the same before he enters college, instead of four as according to our present arrangement. I should wish to see the work of this group shaped up to make a more easy transition from the work of the elementary grades to the departmental work of the high school. In line with this I should wish teachers assigned to work in these grades who have a broad culture and wide experience in teaching in the grades.

By an arrangement of this kind it would seem that the work of the High School proper could be made more intensive than it is at the present time, with higher standards of scholarship and more rigid requirements than at present obtain, and without working any hardship upon the young people who enter the same, for it would seem that if this work which I have outlined be carefully and efficiently done, that the incoming student will have developed a much more serious attitude toward his work than obtains at the present time; will have oriented himself better, so far as his subjects are concerned, and that the break will not be so great or so discouraging as with the plan under which we are now working.

Moreover, the students entering the High School proper will have developed thereby a greater cohesion than now obtains. With our present plan students dribble into the high school in small numbers and from many schools. They are wholly lacking in anything approaching a community feeling or a feeling of group responsibility. They have had no experience in organized action and are not conscious of their individual responsibility in contributing to the establishment of a student body sentiment which shall be high and lofty in its purposes and in its influence. In consequence, it is difficult for the student body of the school to assimilate such, properly and completely, and if the existing school morale be low, these

incomers are in no wise fitted to lift it. With three years of community life at the centers wherein the administrative methods are shaped to develop this responsibility, it would seem that the student would enter the High School proper at a much higher level with respect to student body morale than at present.

The Disadvantages of the Plan

A plan as far reaching as this is not without its disadvantages, which should be carefully anticipated and examined before it is placed in operation.

Objections to the plan will arise from three sources: (1) From some of the members of the school corps; (2) from some of the parents of the community; and (3) because of the necessity for a re-adjustment of administrative details to meet the plan.

As to the first, when the plan is in full operation, the result would be that a number of the schools would be left without their present seventh and eighth grades, which possibly will render the position of principal of the school somewhat less desirable than it is at the present time. Furthermore, it will mean some shifting of the teachers of the department. However, this is to be said: That it would be unnecessary, and indeed undesirable, to place the plan in its entirety in operation at once. It would be a comparatively easy matter to work it out gradually, permitting the transition to extend over a considerable period of time. This would give adequate opportunity for both the teachers and principals to make whatever adjustment was necessary without any hardship to themselves. Again, so far as the principals are concerned, there would be no diminution in the number of pupils enrolled in their several schools; in point of fact the enrollment would be increased over what obtains at the present time. In either case, therefore, there would be no loss in salary due to this cause.

The second objection, which may come from some of the parents, namely, the inconvenience of sending children to a somewhat more distant school, will be more difficult to meet. For instance, a family living in the immediate neighborhood of the McKinley School, and having children in the lower grades, would be put to the inconvenience of sending them either to the Emerson or the LeConte schools, depending upon the particular locality in which they were living. While these schools are at a distance, which in the country would be a trifling one, and one meriting no particular consideration, yet

in the city people have gotten so accustomed to close proximity to a school that they dislike greatly, in many instances, to send their children a few blocks further to another school. This inconvenience can, in a large measure, be met by retaining at each center six rooms for the use of the children of the six elementary grades who live in its immediate neighborhood, and thus only those living at some distance from the center would be required to go to another school. Inconvenience can not be entirely avoided, and yet set over against this inconvenience to a few families is the fact that by that this arrangement the taxpayers of Berkeley will be relieved of the necessity of bonding the city for additional school facilities for some time to come. Furthermore, there will be the gain which will come to the child through the increased efficiency of the department. I believe the public spirit of the people of Berkeley is such that they will be willing to undergo inconveniences in individual cases for the sake of the larger good which will accrue to Berkeley as a whole.

The third source of difficulty, namely, that of formulating the courses of study, adjusting the parts of the same to secure both unity and flexibility, and arranging for the proper supervision of the special lines of work, are all administrative difficulties requiring time to work out, but offering no serious obstacle to the plan.

What Some of the Prominent Educators of California Say of the Plan:

Edward Hyatt, State Superintendent of Public Instruction: "I have just examined your proposed plan for the reorganization and regrouping of the grades of your schools. It is fine. You are making educational history. I do not know anyone else who is working along such original lines, or whose work promises so much for the future of his schools and his city. If I can in any way serve you in encouraging, or in carrying out these plans please be free to command my endeavors. I shall look at your future work with the greatest possible interest."

Alexis F. Lange, Acting President of the University of California: "Your reorganization plan is certainly sound educationally. As every student of American education knows the seventh, eighth and ninth grades of our school system need to be reshaped. The educational interests of the boys and girls who will not go beyond the grammar grades demand such reshaping even more strenuously than the interests of those who can and will go on. . . I believe that your plan of re-

grouping would greatly facilitate and hasten an adequate solution, and so would tend to justify Berkeley's claim to educational leadership. . . . It is needless to add that the Department of Education of the University of California will lend a helping hand wherever possible."

Edward P. Cubberley, Head of the Department of Education, Stanford University: "Your plan seems educationally sound, and would give you a better educational system than can be developed under the present two school plan. The instruction that could be given in the introductory high schools would be of great benefit to the pupils and could be made of much value to the whole system."

C. C. Van Liew, President, Chico State Normal School: "Your whole scheme appeals to me very forcibly. For a long time the country has been looking for the opportunity to have secondary work begin earlier, and your plan offers the best chance I know of to do it in a practical way. To me, the plan seems developmentally sound—first, because it will concentrate effort in fewer earlier years upon form work; and, second, because it makes the enriching of the course of study beyond that a matter of intelligent development through six secondary grades after the child has relatively mastered fundamental facilities. . . . I believe the plan will be welcomed by your co-laborers in the state, not because it is a hazy experiment, but a practical solution. I wish you success in the undertaking."

E. Morris Cox, Superintendent, San Rafael Schools; President State Teachers' Association: "Your plan seems to me to be an admirable one. The fact that you can thus avoid overcrowding in the high school without further additions fully justifies it. But there are stronger points in its favor. It is a saner grouping of the grades than that now followed, and it will result in a better course of study and better teaching. I hope your plan will be fully carried out. It will help our whole school system."

James A. Barr, Superintendent of Schools, Stockton: "Both from an economic and an educational standpoint, your proposed plan for reorganizing the Berkeley schools is distinctly all right. I believe the plan is in line with the best educational thought of the age. Besides utilizing your school facilities at the least possible expense to the taxpayers, the plan will certainly help to solve many of the problems of both grammar and high school work."

Samuel T. Black, President, San Diego State Normal School: "I hope you will succeed and that Berkeley will

be the first city to take up your proposed sane organization. . . . We have been using primary methods throughout the entire eight grades, heretofore. Secondary methods ought to begin, as you suggest, at the beginning of the period of adolescence—that is, with the seventh grade. All who now remain through the eighth year would remain one year longer, and then the high school could be made in reality a high school with a course long enough to fit students for the university or for vocational work. . . . I see that you make it largely a question of expediency; and yet, this same question will apply to almost any city of twenty thousand or more population. . . . I believe with all my heart and soul that your plan is a proper solution of the educational and administrative problems which arise under our present method of organization."

E. C. Moore, Superintendent of Schools, Los Angeles: "As a plan to care for your high school growth I think yours is masterly. . . . Personally, I would not make so marked a distinction between the work of the primary and the intermediate school as you do. I think we must get more of the romantic, cultural and individual into the very first grades. Of course, it will become more and more prominent in the seventh and eighth grades. I would like the freedom which such a plan as yours will give to establish one or two trade schools."

J. W. McClymonds, Superintendent of Schools, Oakland: "I am very certain that you are right educationally. This matter has been in a formative period for several years, and I am certain we will come to it sooner or later. Your thought, 'Six years for the high school,' is right. In my judgment, there ought not to be very much elective work during the first three years of this period. The elective priviliges ought to be given during the last three years."

W. W. Kemp, Head of Department of Pedagogy, San Diego State Normal School: "It is splendid, both in its division of the system and in the dominant ideas you have laid down for each division. I trust your board will tell you to go ahead, for I know of no California superintendent better fitted to inaugurate the change, and I am sure it will be most successful under your direction."

M. E. Dailey, President, State Normal School, San Jose: "I can say off hand that in general I agree heartily with your proposed plan. . . . I believe that the first six years, especially if your groups are divided as you have them, should contain not only the common branches, but certain other things, such as drawing or art, and particularly music. If these chil-

dren should never go further than the sixth grade there ought to be something which savors a little of culture, as music or art."

F. L. Burke, President, State Normal School, San Francisco: "I regard your proposal as one which, if carried out, would be the most effective step in the regeneration of our school system that has been offered in the past half century. You propese to change the king pin of our system, and if this is accomplished you will open the door clearly for the needed reorganization of our graded system. . . . I can not see any serious difficulties nor dangers in the plan. People who may superficially object upon the ground of trifling inconveniences of changing schools will quickly forget these things in the largely increased efficiency of the schooling their children will receive. Your plan will, I believe, work out much more simply in practice than in the telling of it; it is certainly sane, upon the public highway of common sense, and if carried to perfect form, as you personally are qualified as few men are to carry it, the result will make the Berkeley schools justly famous, and the leader in a movement for which the world has been waiting already too long."

P. W. Kauffman, Superintendent of Schools, Pomona: "Your plan appeals to me as being not only of local interest, but of national interest as well. At first thought it seems to be full of possibilities for good and full of probabilities for trouble. The possibilities for good are in the plan itself and the opportunities it affords for betterment; and the probabilities for trouble grow out of the tradition and local conditions. It seems that some public institution should try some such plan. And it seems fitting, too, that Berkeley, the head of educational matters in the West, is the proper place to try it. If you succeed in launching it, you will have the prayers of all school men that the difficulties in the way may prove less than they appear on first thought, and that the benefits will measure up to what the plan seems to promise."

Jesse F. Millspaugh, President, State Normal School, Los Angeles: "The proposal which you make for a reorganization of the school department at Berkeley, is one, it seems to me, of much more than local interest. It presents a plan, which, if practicable in Berkeley, will be practicable elsewhere. Of course, there may be local reasons why in your particular situation the suggestions you offer may be very timely, but the educational significance of your proposal is of statewide interest. I can not pretend to have given sufficient thought to it to be able to have a well formed opinion on the subject, but

there is much in what you suggest that seems to me to be entirely commendable and practicable. Surely, the re-arrangement which you propose of the twelve-year course is much more logical than that which at present obtains. The break between the grammar grades and the High School is one which is everywhere felt and in many individual cases is the cause of discouragement, ill health, and failure. The six-year elementary course, as outlined by you, seems to me to be admirable, though precisely what the content of its curriculum may be should form a subject for very thoughtful consideration by those competent to determine it. Your introductory High School plan also pleases me greatly.

"What would be wanted, I am sure, in the introductory High School classes, would be teachers well equipped in point of scholarship certainly, but charged and surcharged with enthusiastic interest in teaching, imbued naturally with sympathy for the adolescent, and thoroughly prepared in point of methodology to make every class period count for all it can in the advancement of pupils' attainments and intellectual and moral development.

"In your plan, the High School proper would undoubtedly be a much stronger and more useful institution than the current High School. Primarialy, it is probable that a much smaller number of pupils would enter it after completing the introductory course than now throng the High Schools, in many cases to their very great detriment.

"Whatever your board may conclude in respect to your recommendations, I surely hope that the proposition may be brought to the attention of educational people of the state for a thorough-going discussion looking to a well recognized need for important improvements along the lines to which you have directed our attention."

Specific Recommendations

In view of the foregoing, I recommend to this Board of Education that it take up at once a serious consideration, with a view to coming to a determination at an early day of the following points:

(1) That no new ninth grade class be organized at the High School proper, but that those already organized be retained until all students now enrolled therein have completed the work of the same.

(2) That all children now completing the work of the eighth grades be assembled at the McKinley and Washington schools, and that the work of the ninth grade be begun at this time in these two schools.

(3) That at this time the seventh, eighth and ninth grades of these two schools only be organized as a unit, and that the seventh and eighth grades of other schools for the present remain unchanged.

(4) That children from the seventh and eighth grades of schools other than these two centers be permitted to enter their respective grades in these centers if they desire to avail themselves of the better facilities which can be offered therein.

(5) That sufficient room be provided at these two centers through transferring those children below the seventh grade who live farthest from their respective schools, and who will, therefore, be least inconvenienced, to accommodate the pupils entering the upper grades therein.

(6) That the Board finish and equip at once all rooms now in course of construction.

(7) That the Board take steps looking toward changing the Hillside School from a four-room school to one of six rooms.

(8) That the Board authorize the giving of this report to the press, in order that there may be an opportunity for full consideration of the points which the plan involves by the people of Berkeley before the Board takes definite action on same.

Respectfully submitted,
FRANK F. BUNKER,
Superintendent.

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DEPARTMENTAL TEACHING

By Richard D. Faulkner

Principal Horace Mann Grammar School, San Francisco

From Report of June, 1909

In the fall term I organized three groups of departmental work. I put three teachers in each group. The subjects specialized were geography, history and arithmetic. The A Seventh, B Seventh and A Eighth grades were represented in each group. I omitted the B Eighths, as the term was not only short, but, owing to other causes, it was impossible to organize the departmental work at once. At the beginning of the spring term the grades that had been doing departmental work became, of course, B Sevenths, A Eighths and B Eighths. I then added an A Seventh to each group and English as the fourth special subject. It will be observed that a division of each grade is represented in each group.

Under this plan continuity is given to the instruction. Further, it gives interest and breadth of view to the teacher.

In order to make a working programme I found it necessary to slightly modify the "Suggested Time Schedule" contained in the course of study, but the modifications were so slight, I will not particularize them. No changes have been made in the programme since the beginning of this term, when the fourth teacher was added to each group.

The only vital problem in connection with departmental teaching in the Seventh and Eighth grades is whether the children will suffer in the formation of their character by coming in contact with several personalities during a year rather than with a single one. It has therefore been my aim to minimize, if not overcome, this single admitted weakness. I have attempted to minimize it by not putting too many teachers in a group and by not specializing too many subjects. In other words, each teacher is not only a subject teacher, but a class teacher as well. As a subject teacher she teaches a single subject to four classes, to one of which she also teaches the subjects of the course of study other than the major ones. As a class teacher she begins and ends her day with her class, besides being with them a short period after recess. In a word, while giving to a class the superior instruction which come with the specialization of the teacher, I attempt to give each teacher an opportunity to impress her personality upon a class.

The school is stronger for the introduction of departmental teaching. It has given the teachers a new point of view. It has forced instruction in accordance with the "suggested time schedule," thus preventing special subjects in which special teachers are interested, as well as favorite subjects of regular teachers, being taught at the expense of other subjects. It prevents cramming for examinations either from the principal or the superintendent. It fixes responsibility. It gives the opportunity for closer supervision. Finally, it cannot fail to produce pupils who will be able, on their entrance to high school, to adapt themselves to secondary methods without loss of time.

Of the twelve teachers who are doing departmental work, eleven are in favor of its continuance. One teacher was not in favor of it in the beginning, nor is she now, but she has not permitted her fixed opinion to interfere with the carrying out of the plan. In only one particular have the teachers failed to follow every suggestion I have made in connection with the plan.

I wish the teacher who becomes the class teacher of the A Seventh grade to continue with the class until its graduation. Or to put it another way, I wished the B Eighth grade teachers at the close of the fall term to take the newly promoted A Seventh grade at the beginning of the spring term, just as I now wish the B Eighth grade teachers to take the newly promoted A Seventh grade at the opening of the fall term. The teachers have not seen their way clear to follow me in this request. The Eighth grade teachers fear if they accept assignments by subject rather than by grade, that they may be stranded with a Seventh grade in case departmental teaching should be discontinued. But it is senseless to organize departmental teaching, not only in relation to subjects, but to the rank of teachers according to grade and to seniority within the grade. It is absurd to deliberately weaken the plan when it could be strengthened at the point of its single admitted weakness.

The keeping of the register of Eighth grade children should not be permitted to stand in the way of the two year plan, since there is no difference of salary between the Seventh and Eighth grades, and since each teacher teaches her major subject equally to each grade. If departmental teaching succeeds in schools where Seventh and Eighth grades exist, the teachers must be assigned as subject teachers rather than grade teachers. I am satisfied that nothing prevents the introduction of departmental teaching so much or makes its failures so frequent, as the inability of grade teachers to come to regard themselves as subject teachers. If departmental teaching fails for this reason where begun, or not introduced where it should be, it will force the organization and centralization of Seventh and Eighth grades into separate schools—"pre-academic schools"—or their absorption into the high school, for the belief is general that these grades must be made to afford not only a better preparation for entrance to high school, but for life. If such preparation cannot be given through departmental teaching in schools as now organized —it will be given in the "pre-academic school" or in the high school.

I trust that the Board of Education will make such regulations as will enable me to put the two year plan into operation without teachers feeling that in accepting assignment by subject they have given up their rank by grade for I believe a teacher who instructs a class two years in a major subject as well as in the minor ones, will impress her personality upon it stronger than she would if teaching the

same class a single year under the ordinary plan. In two years she would know not only the child, but its home, and during all that time she would have the consciousness of feeling that children were being taught in the major subjects other than her own with the same preparation and enthusiasm she was giving to hers. Further, it would give continuity and fix responsibility in the minor subjects as well as the major ones.

* * *

TEACH THE PACIFIC

By Thomas P. Brown

Of the State Office

"Sing me a song of the billowy sea
  With the sweep and swing of her rhythmic waves,
That fathomless Mother of mystery
  Lulling the deeps of her dripping caves.

O, for the sight of a silver sail
  Afar on the rim of the arching sky;
O, for the sound of the sea gull's wail
  As low on the breaking crests they fly.

And O, for the clang of the buoy fell—
  The siren song of the winds that veer.
Let them sway my heart by their mystic spell
  As the sea moss sways with the waters clear."

—From a Sea Song.

Wonderful is the opportunity that is given California teachers to reach the hearts of their boys and girls in the romance, the mystery and the impelling interest that the Pacific carries in every throb of its waves to our own California shores. Many a California school is taught within sound of its breakers, within sight of their foam. The beautiful shells which an occasional storm wrests from their depths, and the delicate mosses which are revealed at each low tide are easily within grasp of the youngest child who goes to school. There is geography in the coming and going of its ships; there is geology in the tilting of its strata along the bluffs, and there is history in the story of the Argonauts who first frequented the historic bays and harbors which now bring tourists the world over to while away the hours beneath our Western skies.

Here and there the geography tells of the caves that snuggle beneath Point Loma's shoulder, of the marine gardens of Avalon's miniature harbor, of the gaunt, bold Monterey cypress, and of the Mendocino cape that marks a voyage point to the northbound steamers breasting their way to Puget

Sound, or the Alaskan stretch. These places should be linked together in mimic travel, taking the school boys and girls on board a steamer, and depicting with each turn of the propeller the novelties of that entirely new world—the Sea.

Many a California pupil knows of that eastern "stern and rockbound coast," but is he introduced to that Dana who spent part of his two years before the mast in San Pedro harbor, or

THE WRITER AND "CHIP" O'CONNOR

The jolly purser of the Pacific Coast Steamship "Governor" off Point Loma.

to Drake, the Fearless, or to Cabrillo, or Portola? Does he know of the Captain Kidds who made the old cave near Port Harford on the San Luis Obispo coast his rendezvous? Has he heard that Murietta made Carbon Canyon, on Santa Monica Bay near where the St. Croix was burned, his headquarters? Not that the Captain Kidds or the bucaneers are especially worthy of emulation in the boy's everyday play, but they will serve as vantage points from which to open attack on teaching these places on that all important auxiliary, his interest.

Here we live on the shores of the deepest and greatest of oceans, the ocean that is to see more history and to carry more commerce than the world has yet known. It is a subject that affords the teacher a splendid chance to get in touch with the pupil and to make him, through enthusiasm, learn to love the state he lives in and long to study the things that make that state.

There is a fascination about the sea that entrances every being that comes withing its spell, or who even reads about it. Its caprices and its tragedies are woven into poetry, fiction and literature. My first impression of the Pacific Ocean was gained in 1888 from the glass encased portico of Hotel del Coronado. It overhung the shore and the giant combers rolled in, broke underneath, shaking its supports, and dashed the spray high on the windows, leaving a mist like that with which Niagara envelopes travelers who venture near it in the Maid of the Mist.

A few years ago I accompanied a friend to the same place, telling him that there would he feel the real power and the glory of the ocean. But a wharf and breakwater had been constructed to shelter the hotel and instead of the breakers there was a quiet stretch of sand fit for love and poetry, and only a gentle lapping of the waves upon the strand instead of the crash and thunder of the years before. It was a disappointment but I found a geography lesson in it for my class when I returned to the school room.

Navigation is a subject of intense interest, carrying with it the study of the Dipper and the Southern Cross, and the boxing of the compass. Every boy who has handled an oar will cease to lounge in his seat and listen when the rudder or the propeller is described, to say nothing of the machinery down below. How many know how a rudder is fastened to a stern-wheeled steamboat? Do you live in Vallejo? Take your pupils on an excursion to Mare Island and show them the propeller of the Nipsic, which was wrecked in the Samoan storm off Apia. Show them the stern post of Farragut's old flagship, the Hartford; the figurehead of the Kearsarge and the white torpedo that was captured at Manila. If in San Francisco, visit the Union Iron Works, the cradle of the Oregon and the Ohio. If you teach in the inland, ask the worst (?) boy in the school room to make a model steamer from the pictures you are collecting from the magazines you read.

Do you know that the captains of the ships that make our California ports have wide reputations for seamanship? When the Admiral Sampson was brought last spring under her own

steam from Baltimore to San Francisco, her captain was sent east to bring it around the Horn. On the trial trip the ship was taken down Chesapeake Bay and out on the Atlantic. When the company's representative had accepted the ship, the California captain, who merely had been an onlooker during the trial trip, asked to be placed in charge on the return trip. The eastern captain shrugged his shoulders and Mr. Californian took the helm. As the Admiral Sampson came up stream to the dock it was expected the California navigator would call for pilot and tug, as was usual in those waters. Not a bit of it. He docked the Admiral Sampson unostentatiously and unerringly, without aid, and those Baltimore marine gosips are still talking about it.

It is said of Captain Alex. Gow of the Independent line, that on one of his recent trips across the Pacific he timed his run so accurately that his ship arrived in Nagasaki Harbor on the tide. Of a voyage to Japan via the Alaskan Coast, Captain Gow says that he was in sight of American territory for twelve days, and that when Attu, the last of the Aleutians, fell below the horizon it was only seven days until Japan was reached. That's geography.

Many of those who read this have at one time or another made the coastwise trip from the South to San Francisco on the Santa Rosa or the State of California. It was on a certain northbound run of the State of California, of which I have personal knowledge, that Captain Thomas found himself delayed at Santa Barbara. He had gone in to the wharf head on, with the nose of the steamer toward shore. On leaving, the ordinary course would have been to have backed off and out into the stream, until a safe distance had been attained, and then to turn the prow in the direction of Point Conception, resuming full speed ahead. That meant time.

Here ensued an exhibition of navigation in close quarters which made the wharf rats sit up and take notice (that's slang, I know, but you use it, don't you?). He threw off his forward line, keeping the stern line fast to the wharf. Using that stern line as a pivot, he first edged a little ways from the wharf by means of his twin screws, and then slowly turned the nose of the ship around in a semi-circle, and headed off to sea. Point Conception's light was well abeam before the courteous officers had concluded their explanation of this phenomenal piece of seamanship to the ladies.

There's a good lesson in character study in the make-up of these weather-beaten, experienced, bluff, honest, careful captains of the sea. They mind their own business when on duty,

and they don't mind other people's business when off the bridge. When the ship goes down they usually go with it. And the captain is master, standing all the time for obedience as the first commandment of the sea. Incidentally, he has certain broad powers, and so, Miss School Teacher, if you wish a romantic wedding, go far enough out to sea and have the captain tie the knot between watches. But don't forget the fellows in the engine room, down below, the men who make the smoke and who make the steam. They are the fellows who stick to their posts and who often are caught with no chance to climb out, like heroes in a submarine.

Much is to be gleaned from the charts which every captain's cabin contains, and which are not difficult to obtain from the government. Tense interest holds in navigation when beset by fog or darkness or gale. It seems to me that every ship eventually finds her way to the bottom of the sea, or leaves its ribs to chafe among the rocks, or perhaps burns. In the accounts of many a wreck you read that the storm had hid the sun, and that it was only by "dead reckoning" that the captain was able to ascertain his course.

Some years ago I made the trip from Port Los Angeles to Point Richmond with Captain Higgins. During the trip the genial captain invited me into his cabin, laid before me the chart of that section of the coast, pointing out the "potato patch" which thrives off Golden Gate. In response to a question as to the meaning of "dead reckoning," he explained that it was the ascertaining of a ship's position by means of the courses taken and the distances covered. Apparently, that would be sufficient for ordinary purposes of navigation, but it is the uncertain and indeterminable factor of wind and current that sometimes brings the ship in a storm or in the darkness with a grind, and a twist and a groan on to some reef, when "dead reckoning" indicated that the ship apparently was giving the treacherous headland a wide berth. Since my conversation with this keen master of the ocean, I have come to the conclusion that the reason some teachers as well as others fail in this world is that they never see the sun and that they are steering their course by "dead reckoning" alone.

The International Date Line, where one loses or gains a day, is of puzzling interest. So is the tale of the two captains, each returning after a trip around the world in opposite directions, who dined at a third captain's table one Sunday. When the roll was called there were three Sundays in a week! Signal flags, the names which are bestowed on ships, the determination of what speed of wind constitutes a breeze or a gale, the

whistling of buoys—these all have their own stories. Weird is the description of the bottom of the sea, which some day will make valleys and mountains for races of men long in the future. I once saw a sketch of the bottom of the sea; it was strewn with broken bottles and hair pins.

Have you ever walked along the bluff at San Pedro, at dusk, following the mesa until you round Point Firmin, there to come full in the stream of the mellow light of its sturdy beacon? Each lighthouse has its own peculiar light, and when the pupils write about them, ask them why the lighthouses are set low. On some transcontinental railroads the trains run through the snow sheds in winter and around them in summer. There are two "ocean lanes" for trans-Pacific steamers—a summer and a winter path. Pupils who are taught the why of this will know the what of the great circles.

The sailor's talk, his walk, and his garb are always interesting. Ship time, dog watches, and other phrases will help one to understand Marryatt, Stevenson, and Jack London. The derivation of starboard will carry you back to Viking days and the meaning of Davy Jones' locker will take you to the bottom of the sea—if you want to go there. Sea lore abounds in superstitions and maxims. If you have noticed the lights of a vessel at night you will distinguish red, white and green. If you have observed steamers as they pass each other you will understand the meaning of:

> "Green to green, red to red,
> Perfect safety, go ahead.

If you are really teaching real geography then perhaps you will tell why "a rainbow at night is the sailor's delight," and why "the evening gray and the morning red makes a sailor shake his head."

I trust it will not be regarded as educational heresy if I remark that it won't hurt to tell Inquiring Pupil that a yacht is called "she" because she has a waist line; because she carries a spanker; because she uses a puff to the best advantage, and because the tighter she is held the better she behaves.

If this be too flippant, ask or answer this question: "If the sea is blue, why should its foam be white?" Not that I say the sea is blue, although it is Barry Cornwall who says:

> "The sea! the sea! the open sea!
> The blue, the fresh, the ever free."

But foam of any kind, whether it be blue-green or green-blue sea foam, red ink foam or beer foam, is always white. That's physics.

Have pupils draw a water color scheme with the "Sea Song" as a motif (adapted). Don't object if the boy wishes to put in a buoy or two (unintentional). For an arithmetic exercise mark the great Pacific commercial routes, and reckon the savings effected by the Panama Canal between San Francisco and New York or Liverpool. Draw lines from Honolulu to San Diego, San Pedro, San Francisco, Panama, Manila, Sydney, Yokohama, and show how important it is that the spider at the center keep any Oriental fly from ousting it from its vantage place.

Hugo and Poe and De Foe and Jules Verne will coach you sufficiently to describe a storm at sea to young patrons. Once on a trip at night from San Diego to Ensenada, in the Emmanuel Dublin, we crossed the path of a storm, everything snug and close. But we ploughed along and when we lay next morning under the lea of the point where stands Hotel Inturbide the sea was so rough that we passengers were loaded in a box and swung ashore by block and tackle from the yard-arm like cattle. But we found the beach enriched with the beauty and wealth of Ocean's secret treasure boxes.

California has a wealth of literature in which the sea is a pervading topic of interest. Bancroft and Hittell, Joaquin Miller, Bayard Taylor, Charles Holder, George Wharton James, Charles F. Lummis, Robert Louis Stevenson, Frank Norris, Gertrude Atherton, Charles Warren Stoddard—these names suggest themselves off hand when one stops to think of what has been written in prose and verse of the Pacific and its shores.

Newspapers furnish a continual fund of story and up-to-date information. While crossing San Francisco Bay a few days ago, in the wheelhouse of a ferryboat with the captain, I was extremely interested in his terse account of a woman who had jumped overboard on the outbound trip. "She jumped from the stern, not the prow," said this rugged captain. "That woman didn't mean business, she only wanted a little sympathy." She got it, by the way.

As we neared the slip at the foot of Market street, we saw a puff of smoke rise from the German warship Arcona, which was followed by a second and a third until the ship was enveloped in smoke. As it rose we could see the Arcona get slowly under way. "There goes the Dutchman," said our Captain, "between puffs of his pipe." The next morning I read in one of San Francisco's enterprising dailies that the artillerymen at Fort Point had nearly caused a diplomatic rupture by dozing instead of standing by their guns. For-

tunately they woke up in time to return the salute just as the Portola visitor rounded Fort Point. San Francisco surely furnishes its teachers with a wide range of geographical material. With only a quarter in his pocket, one can go sight seeing there all day long, following the water front.

There's a phase, by no means to be dismissed as a fad, of present day teaching which bears down on the importance of teaching the commercial and industrial progress and growth of this nation. From the log of Noah's ark one learns that this reliable old house boat was four hundred and fifty feet long, seventy-five feet of beam, and that it drew forty-five feet of water. Compare this with the dimensions of the latest Cunarder or of the liners that are operated by the Pacific Mail or other of our major steamship companies on this coast.

Have you ever stood beneath the bridge at night when your steamer was approaching the harbor, peering into the bulging darkness through which it steadily cuts its way, and then looked beyond to where the twinkling lights outlined the water front? All of a sudden a beam of light from somewhere above you sweeps the sky like an eagle's eye, and then falling sharply on the crest of a wave, feels its way along from swell to swell until the welcome buoy is sighted. Then it picks up another and another until first the red and then the green lights of the wharf are sharply defined. And now down the searchlight swoops upon the wharf itself, and you look into a sea of faces, upturned, waiting for "the ship to come in." Columbus had no searchlight. But skyrockets are as valuable today as when Francis Scott Key sang of their red glare.

How indispensable has wireless become. Every now and then a motive story that thrills the nation comes out like "the Message to Garcia." Don't fail to tell and to retell the boys and girls of Jack Binns and his "C. Q. D." that has superseded the semiclassic p. d. q. Of course, Binns asked for a cigarette afterwards, but this properly will be censored.

Here's a real story of Pacific wireless: One May evening a half-year ago I was on the Steamer Governor, steaming out of San Diego Harbor. Although it was after ten o'clock the decks were crowded with tourists, and they crowded about a certain stateroom adorned with old shoes, strings of hearts and home-made inscriptions. From these incongruous and indiscriminate tokens of respect it was evident that this was the bridal room of a certain self-interested pair who were making this their honeymoon trip.

It was a good newspaper story, and so in a few moments Baxter, the wireless operator, on the hurricane deck was spark-

ing the "news" to Point Loma, by this time four miles to our starboard. Mr. Point Loma Operator relayed it by telegraphy to a San Diego newspaper, and then it went over a second wire to Los Angeles. Landing at San Pedro the next morning, I bought a Los Angeles paper from the train butcher and, sure enough, there were the headlines: "Troubles of a Bridal Couple Heralded from Sea for the First Time by Wireless." Since the days of Antony and Cleopatra it has been impossible for a bridal couple to dodge the inevitable rice. I believe in wireless.

And so the writer believes that it is well to get out of the calf-paths of the mind, to avoid cramping precedent, to know more than the books we teach, and to follow the advice of that sage canine expert who said that the secret of teaching a dog tricks is to know more than the dog. So we trust that we will continue to travel, to read when we can't travel, to make this California sea and its treasures our own, and when possible to carry on an occasional "personally conducted" tour of pupils to the sea shore.

Otherwise it will be a case of:

"The sermon now ended,
The fishes descended,
The eels went on eeling,
Much delighted were they,
The pikes went on stealing,
But preferred the old way."

* * *

HERE

The North wind blows from the land of snows,
The South from the home of the budding rose;
The West wind blows from the day that's done,
The East from the land of the rising sun.

Here is the spot where the rose's sigh
And the cooling breath of the Artic sky
Together meet in a gladsome way
To join tomorrow with yesterday.

And here is Heaven, and woe's surcease,
And here is joy and a perfect peace—
The future's fair, and the past is sweet,
In the land where the joyous four winds meet.

WHAT KIND OF BASAL READERS DO WE NEED?

By Mark Keppel

The primal purpose of a series of Readers is to develop power to read. The final purpose of such a series is to develop excellence of character. As truly as one must walk before he may run, so must one be able to gather the thought from the printed page before the ideas there found may develop right ideals.

President Burk has covered the field convincingly so far as the Primer and the First Reader are concerned. However I am persuaded that a Method Reader is a necessity until the arrival of the time when every primary teacher shall be the happy exponent of the best possible method. There are good methods and good Method Readers. Why should we not have them for our beginners?

The endless procession of children to and from the teacher's desk asking how to pronounce words in the reading lesson, is no longer tolerable. Good methods in teaching reading to beginners, and good Method Readers will stop this very prevalent and worse than useless practice.

The readers for grades three, four, five, six, seven and eight should be simple and interesting. Practically every Third Reader now published is sufficiently difficult for eighth year pupils, and the so-called Fourth and Fifth Readers are filled with many-jointed-terrors which only the experts in pronunciation may safely try to read.

A few of the publishing houses have taken their five or six book series of Readers and have made them into eight book series. They have done well, they would do better if they were to make them into twelve book series, not by adding more material but by making each book smaller. If this were done the State Board of Education could then adopt books one to eight of one of such series and give our school a State Series of Readers which would be of great value. Probably of more value than any now available.

Any series which may be chosen must be supplemented not by one but by many other Readers. The basal book ought to be the simplest of all. As matters now stand it is really necessary to use other Readers before beginning with the State Readers. The same thing would be true in a large degree of any of the other series for all are too full, and too difficult. Although there is usually some one Reader of a series of Readers which is really easy and simple, so that the discerning teacher shifts from series to series and works out the problem.

Why should it be thought necessary for California to adopt all of its Readers from one series?

Why should not the State Board select its adoption from six or eight different series, and select the best book of each series?

Would it cost more than the present method? Why should it? Are not the plates for each book separate and distinct?

We need to get away from the notion that the use of big-words is a sign of education. Polysyllabic words and sentences are often the badge of educational pretenders. The real masters of speech use small words.

The vocabulary of the average person contains a small number of words, because the ideas which he needs to express require no more. To bombard all our children with big strange words does not give them an enlarged vocabulary nor better powers of expression. Familiarity with the really great things in literature does enlarge the range of thought and thus widens the powers of expression. What our children need is more bread and fewer stones, simpler Readers and more of them. We need a real Reader for every grade, but we cannot make our children proficient by rolling great groups of long words before their gaze.

Since it is of the greatest importance that our children shall grow into nobility of life, it follows that the most rigorous searchings should be instituted before any Reader is accepted. The Reader which does not add to the glory of of Truth, which does not exalt honesty, frugality, sobriety, humility and piety is unworthy of a place as a basal book.

This may sound like a preachment, but what of it? Knowledge is power, but goodness is life.

Oral reading is almost a lost art because our readers are full of stuffy stories told in grandiose verbiage.

Self-respecting children will hesitate to read such stuff aloud, and adults nearly choke when they try it. But the literary masterpieces of all time, the things which grip the heart and stir the soul—it is not possible to prevent their being read aloud. Children and adults recall them with delight and utter them aloud with pleasure.

And yet every series of readers has a large share of the really great things of literature. Compilers and publishers prefer to use such matter, but there is an unwitting fear that the books may be thought too simple. Hence the presence of great bundles of straw in every series. I have known of cases where children carried their readers home and read them

as we read good stories, oblivious of the flight of time and of the gentle voice of sensible and decorous conduct. But such instances are few. They ought to be numerous, and they will be when our readers throb with the great things of literature. If California is to have the best, wise selection of texts is necessary, and the voice of the counting room, the demand for cheapness, must not be heard more distinctly than all others. There is a test which might be tried. Children of the different grades might be allowed to read various readers and then be permitted to tell in writing which book they like best. Such a test would be shorn of the conventional pedagogic notions which hamper adults.

It would be such a test as exalts a popular novel and relegates its fellows to oblivion.

"Children are too young to select, they lack judgment, and appreciation." Possibly so, but since we older people have not been even passably successful in making selections, the children might do better than we expect.

TESTING OF PRIMERS

The testing of primers is progressing in several counties and cities under varied conditions. Some eight or nine cities and as many counties have two or more of the texts in classes and the teachers are noting results.

Teaching Beginners to Read

There have been received from individual teachers throughout the state a considerable number of replies to the circular of queries regarding the experience of teachers concerning the teaching of beginners to read and the use of the present State Primer. While no final or accurate tabulation will be made until all returns are made, the present data indicates pretty clearly some important differences in progress between rural and city schools suggesting the urgent necessity of provision to assist the rural teacher in some way; the emphatic demand for more careful repetition of words, etc. The following receipts are acknowledged:

F. W. Conrad, San Bernardino; Ida Kirk, Santa Barbara; Mrs. A. E. White, Watsonville; Mrs. L. A. Maxwell, Elizabeth V. Amoss, Napa; Grace R. Murdock, Los Angeles; Rallah Adams, Los Angeles; Agnes Effey, Santa Cruz; Banna L. Rolfe, Los Angeles; Adelaide Turner, Palo Alto; Katherine McMurchy, Mrs. C. G. Gulling, Seneca; Mrs. Edna B. MacRae, Rebecca Fox, Tessie Savage, Lillian G. Chase, Mattie C. Sheldon, Nellie Noyes, Emma Wilkes, Lillian Talbert, Dora Ellerhorst, Berkeley.

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EDITORIAL

By Harr Wagner

Good Cheer

This is the season of good cheer. The greatest lesson to the individual is freedom from physical and mental ills. The elimination of jealousy, envy, covetousness and bigotry is the greatest achievement that a California schoolmaster can accomplish.

* * *

Great Meetings

The Southern California Teachers' Meeting, Dr. E. C. Moore, president, will be of special interest to all teachers who can attend. The California Teachers' Association, E. Morris Cox, president, will hold its meeting in San Francisco. This convention will be of great educational importance. The program is complete in every detail.

* * *

Affiliation

The affiliation of the various associations will be consummated without any opposition. There is nothing to oppose. The editor of this Journal has voiced the sentiment that individual leadership is greater than machine like organization; that enthusiasm is better than formal processes; that achieve-

ment comes through the man with a cause, and not by carefully worded and formally presented resolutions adopted by the votes of the few. The promoters of affiliation are wrong in the fact that they do not recognize that the legislature is the law making power of the State, that the Superintendent of Public Instruction is elected to represent the parents, the children and the teachers of California. The Teachers' Association should be for professional advancement, not for material, selfish interest. The underdone editor of the official organ of the Directors of the California Teachers' Association writes of affiliation as though he were a new Moses leading the manna-fed school teachers to the land of Canaan. We may be as blind as Samson, with his hair cut, but we cannot see a corporate consciousness any more than we can herald a corporation soul. The following are the wonders to be performed by affiliation, according to the editor of the Sierra News:

"And what will this affiliation mean? Rather ask, what will it not mean. It will mean that the power which always comes from rightly directed co-operation shall be ours; ours to be used for professional and material advancement; ours to secure right educational legislation. Too often has remedial legislation been set aside for lack of proper educational support. Affiliation will mean a corporate consciousness that will win many a battle. It will mean better school buildings and equipment, more thoroughly trained children, happier teachers. It will mean the greatest single step yet taken in California to make teaching truly a profession. Is not affiliation worthy of your most earnest, active support?"

* * *

Not a Sufficient Answer

"Uncle Eben, where did yo' get dat hundred dollars?"

" 'Neath my dignity to answer. Hab trouble enuf now."

—Washington Moonshine.

* * *

Dr. David P. Barrows

The University of California, and the West, are to be congratulated on securing the services of Dr. Barrows. His experience as a teacher in the San Diego Normal, as an organizer and administrator in the Philippines and now his work in the Department of Education will give him, while in the first years of manhood, a strong hold on the big educational problems of the future. By training and personality and character, he has the stuff in him out of which presidents of great universities are made. His first public address will be before the

California Teachers' Association, Thursday, December 30, at 2 p. m.

* * *

Returns from the Prospectus of the a. b. c. Mining Co.

The whole state is responding to the awakened interest in a new and better method of adopting text books. Superintendent Mark Keppel's article in this issue will give some new light on the subject. A digest of the experiments on readers will form an interesting document which will appear later.

* * *

A Radical Change in the Certification of Teachers

The State of Washington has taken a decided step in advance in the method of certificating teachers. The City of Seattle requires no legal certificates. The teachers are elected upon the same basis as the professors in our universities and normal schools. This seems radical, and if we were to advocate that our certification laws be so changed that teachers in cities of over 12,000 population, and all high school teachers, be exempt from holding the ordinary legal document known as certificates there would be a serious question as to the saneness or seriousness of our state of mind. The great State of Massachusetts has never required certificates. The City of Seattle, under the leadership of F. B. Cooper, has accomplished good results. The plan of selecting men and women on merit without regard to legal certificates may be a step in the right direction.

* * *

James Ferguson, the deputy superintendent of schools of San Francisco, has made a specialty of industrial education. In his recent trip abroad he made special observations on the work in England and other countries. He is an able an interesting speaker, and has been presenting the subject at various institutes.

* * *

Western Literature

Henry Meade Bland of San Jose is doing a great and unselfish work in upholding the literary spirit of the West. The Short Story Club Magazine is of special interest, and the work of many new creative writers, and the best of the older writers appear from time to time in its pages. There is an entire absence of the commercial spirit, and what is so rare in these days, a deep appreciation of the purely imaginative in poetry pervades the entire publication.

Western School News

Meetings.

The California Teachers' Association will hold its session December, 1909, in San Francisco. E. M. Cox, San Rafael, Pres., L. E. Armstrong, Alameda, Secy.

Southern California Teachers' Association will meet December, 1909, at Los Angeles. E. C. Moore, President.

Northern California Teachers' Association. Redding; G. W. Moore, Chico, Cal., President.

National Educational Association, J. Y. Joynor, South Carolina, President;. Irwin Shepherd. Secretary, Winona, Minn.

NOTES.

There will be two great meetings of teachers in California this month. The Southern California Teachers' Association, at Los Angeles, December 22, 23 and 24, and the California Teachers' Association, at San Francisco, December 28, 29 and 30.

* * *

The school women of California will give a banquet at the Fairmont Hotel, December 28, at 6:30 p. m. All women employed in educational work in California are eligible. Price, $2.50 per plate. Send reservations to Effie B. McFadden, State Normal School, Waller and Buchanan streets, San Francisco, Cal.

* * *

"The Forerunner" is the title of a new magazine edited and written by Charlotte Perkins Gilman. It is clever, readable, and hits the masculine nerve and the femine hat. Get a copy.

* * *

Superintendent Hugh J. Baldwin of San Diego has recommended to the County Board of Education a resolution, and the Board adopted it, which requires that all candidates for teachers' certificates by examination to have normal school education or its equivalent.

* * *

The National Education Association hopes to be able to give a decision by January 1 on the location of the Convention City of 1910.

* * *

Professor Osmer Abbott delivered the lecture before the high school pupils of Fresno on Friday, November 13, on Thebes 3600 Years Ago.

* * *

Superintendent Alex Sheriffs made a notable address before the teachers' institute of Santa Clara County on the physical defects of children. He discussed remedies and the betterment of the physical condition of children.

* * *

Edgar O. Silver, president of Silver, Burdett & Co., text book publishers, died November 18 at his home in East Orange, N. J. Mr. Silver was born in 1860. He was educated at Brown University, and was, until the establishment of his own company, connected with

D. Appleton & Co. Mr. Silver was a man of high business ideals, a man of great integrity, and remarkable energy. His death is a great loss to the business and educational world, and has brought sincere grief to thousands of friends and acquaintances.

* * *

Modesto is agitating the location of a State Educational Institution in the Stanislaus section of the San Joaquin Valley.

* * *

The Polytechnic High School of Los Angeles has established a post graduate course of two years. The students will do practically the work of the Freshman and Sophomore years of the University.

* * *

Joseph Dias, principal of the Centerville School, has just edited a neat booklet of questions in physiology and hygiene of the California State Series.

* * *

The Teachers' Club of San Diego is doing excellent work for the schools.

* * *

The passing of the old regime of district school government in Fruitvale, brought about by the annexation of that settlement to Oakland, was observed with a banquet in honor of the retiring trustees and the inauguration of city school government. The affair was given under the direction of the principals and teachers of the Fruitvale schools. Paul Martin was toastmaster. Among those in attendance were County Superintendent of Schools G. W. Frick, City Superintendent of Schools J. W. McClymonds, J. R. Reilley, H. K. Fletcher, R. V. Campbell, Miss A. K. Swasey, Miss A. V. Baxley and Paul Martin.

* * *

Miss Louisa McDermott, who has done so much in a practical way both with pen and voice for agriculture in the schools, is available for institute lectures. Her address is 2311 Bancroft Way, Berkeley.

* * *

Joseph O'Connor has resigned from the San Fransisco Board of Education and has been re-assigned to the principalship of Mission High School. Henry Payot has been appointed to succeed him.

* * *

Charles Mills Gayley of the University of California, at the Unitarian Club at the Fairmont, denounced the American public school system as "rotten." Professor Gayley will explain in a new book.

* * *

Mrs. Lloyd Osborne has prepared a splendid lecture suitable for schools and colleges, entitled "The South Seas," "Stevenson, the Explorer and Adventurer." Mrs. Osborne is peculiarly fitted by experience and training to talk upon this theme. Her address is 1100 Lombard street, San Francisco, Cal.

MODOC COUNTY TEACHERS' INSTITUTE

The annual session of the Modoc County Teachers' Institute was convened by the County Superintendent, Miss Eva W. Spargur, in the County High School at Alturas, November 2, for a three days' session. The attendance was first-class and a number of visitors outside the ranks of the profession attended. The institute instructors were George L. Sackett, secretary, State Text Book Committee, and Superintendent P. W. Kauffman of Pomona. Mr. Sackett discussed "The Course of Study and Its Applications," "A Call Worth While," "Reminiscences of a School Superintendent," and concluded with "Personal Experiences of a California Legislator." Superintendent Kauffman covered "Reading and Literature," "Some Observations on Discipline," "Crimes Against Children," and "School and Home Hygiene."

Especially good section work was done by the institute in geography and the joint meeting of all sections, on the third day, gave increased impetus to the movement for better sanitary conditions for the schools.

Two evenings were devoted to lectures; Superintendent P. W. Kauffman told about the "Boy We Teach," and Mr. Sackett gave an interesting talk on "Modern Patriotism," the second. The third evening was devoted to a dance and a reception. The spirit of hospitality with which the teachers were received was thoroughly evident throughout the institute.

* * *

FEATURES ENLIVEN SACRAMENTO INSTITUTE PROGRAM

Enlivened by an excursion to the University Farm at Davis, an inspection of the State Board of Health's Sanitary Car, and by a succession of interesting addresses, the program of the Sacramento Institute, held November 22, 23 and 24, was unusually successful. Mrs. Minnie R. O'Neil, the county superintendent, met her teachers at the High School building on the opening day just as if she were hostess in her own home. Optimism prevailed from the moment Superintendent Hyatt told his auditors "that the optimist will carry a great deal away from any institute, while the pessimist would carry away little from even the best institute." Mrs. L. V. Sweesy interpreted song in a way that brought the teachers promptly to their feet when "America" was to be sung, and Judge J. W. Hughes drew the serious interest of the school men and women when he related the experiences of the Sacramento Juvenile Court. City Superintendent O. W. Erlewine was master of ceremonies at the evening session in which the Camellian Club presented some delightful skits and sketches.

Allison Ware opened fire at the Tuesday morning session by pleading that the schools teach the common things commonly used and commonly needed by the common people; Mrs. Mary Roberts Coolidge took a few shots at the ultra-fashion plates which drew applause from her listeners, and then the section work began.

In the afternoon D. R. Wood paid a fitting tribute to John Muir;

Mrs. L. V. Sweesy gave "Interpretation of Songs," and L. E. Armstrong talked on "Pulling Together." Tuesday evening Mrs. Coolidge sang her classmates lullabies and old-time songs to the delight of those present.

On Wednesday Mrs. Coolidge discussed "Illiteracy and Crime," and the section work, which was not too much scattered, was resumed. Allison Ware on "Our Commonwealth and Its Inheritors," and Dr. W. F. Snow, secretary of the State Board of Health, on "Insects as Carriers of Disease," closed the program of the institute. By courtesy of Dr. Snow, the teachers were invited to visit the sanitary car. The committee on resolutions, of which Julian W. Johnson was chairman, reported a resolution indorsing Superintendent Hyatt's administration as one of the most effective and progressive in the history of the State, and a second thanking Mrs. O'Neil and Mr. Erlewine for the successful conduct of the institute. The resolutions were carried by unanimous vote.

* * *

HEALTH WORK IN THE ALAMEDA SCHOOLS

The following statement by Superintendent Will C. Wood shows the importance of health work and how the Alameda School Departmet will handle the problem.

Concerning the health work in our schools, I wish to say that our school department has joined forces with the Anti-Tuberculosis organizations in the effort to diffuse information as to the nature of tuberculosis, the cause of it, the means of spreading it, the dangers of careless habits among those affected with it, and the facts concerning its curability. We believe that control of tuberculosis, like control of small pox or the bubonic plague or cholera, is a matter of intelligent sanitation, and of civic as well as personal hygiene.

It seems a reflection on modern civilization that in our country two hundred thousand people should succumb each wear to a disease that is preventable. We are working on the theory that the way to stamp out the white plague is to educate with the idea of preventing its spread, rather than to attempt to cure it after it has gained a foothold in the individual.

The physicians of the city will give several lectures each term on the matter of public sanitation, personal hygiene, and tuberculosis. Lectures will also be given to teachers. It is our intention to recast our entire course in hygiene and physiology so that sufficient emphasis will be given to civic hygiene.

Yours very truly,
WILL C. WOOD.

A POPULAR CALIFORNIA SONG

"California, Queen of Old Columbia" is the most popular song for California schools yet published. It has been recommended by many of our best musical and literary critics. Price, 10 cents. Address Mrs. Jennie L. Thorp, Healdsburg, Cal., or The Whitaker & Ray Co., 770-776 Mission street, San Francisco.

Book Notes.

The Halcyon Song Book, by Leonard B. Marshall, assistant director of music in the public schools of Boston; Silver, Burdett & Company, publishers. Price, 75c.

This book is especially designed for use in high schools and upper grammar grades. It is the result of years of preparation, of wide experience with school needs, and of genuine sympathy with the interests of boys and girls. Numerous songs for special occasions and for the days which are celebrated throughout this country have been composed particularly for this collection.

* * *

Changing Conceptions of Education, by Ellwood P. Cubberley, is the latest monograph, edited by Henry Suzzalo, and published by Houghton, Mifflin & Company. This is an important document, and gives a clear perception of the nature of our life, and new conceptions, and present tendencies.

* * *

The Theory of Teaching, by Albert Salisbury of Whitewater (Wis.) State Normal School, is a remarkably interesting book. It is simple in treatment, as clear in statement as John Swett's Methods. It is a book that will certainly be one of the choicest treasures of the new teacher who is looking for help on the psychology of her work. The publishers are Row, Peterson & Co., Chicago, Ill. Price, $1.25.

* * *

In the "Invasion of California," a book of poems recently issued by Robert A. Barker, in which he sings the praises of California in the spirit of Don Gaspar de Portola of old, is a book of considerable merit. It is gotten up in a most artistic form and printed on the very best grade of paper. It would make a very handsome gift for the Christmas season. See further announcements in another part of Journal.

* * *

"On Track and Diamonds" belongs to the new athletic series published by Harper & Bro. This book pictures the struggle and triumphs of base-ball, the cinder-path, the river and the tennis-court at school and college. It would be hard to find elsewhere so stirring a series of tales of sport, for these stories are told by writers who know the real thing.

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THE NEEDS OF THE PHYSICS LABORATORY MET BY A CALIFORNIA MANUFACTURER

By a Bay County High School Principal

The old adage that necessity is the mother of invention is certainly borne out in the experience of Mr. Flanders, the manager of a manufacturing company in Berkeley. It seems that, some six years ago while assisting at the University of California, it devolved upon him to help to provide apparatus for use in the Summer Session, in Physics. Coleman's Manual was to be used for the first time, but the publishers failed to get the books out when they were expected. The course had to be given from typewritten sheets, and Mr. Flanders had to carry in his head most of the specifications for the apparatus.

Many schools decided to use the manual that fall, and owing to the lack of suitable apparatus on the market, Mr. Flanders found himself besieged with requests to show teachers how to make it. Experience proved it more practical to make the goods than to show the teachers how. So in 1904 he started in business in a small way, his chief assets consisting of a good knowledge of physics and his experience in providing apparatus at the State University.

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